THOMAS DUCKETT BOYD

The Story of a Southern Educator

By

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Dedicated to
Louisiana State University
in its Seventy-fifth year

THOMAS DUCKETT BOYD

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Foreword

Pioneer educational leaders who have planned and guided the social progress of mankind have received very little consideration from biographers. Too long have we studied the careers of those who have come more into public notice, and neglected to give proper place to those who, in a quiet way, have contributed a life-time of fruitful service to the advancement of civilization.

Among the noteworthy educational leaders in the South following the War Between the States were David French Boyd and his brother, Thomas Duckett Boyd, whose lasting contributions to the social and cultural development of Louisiana mark them as statesmen of the highest order.

Although this biographical sketch is concerned with Thomas Duckett Boyd, the early educational careers of these two brothers were so closely linked and the influence of the elder brother on the younger was so great that the life of the one cannot be fully treated without due consideration of the other.

David French Boyd, a native of Virginia and a graduate of the University of Virginia, came to

Louisiana following the financial upheaval of 1857, and obtained a position as the principal of a north Louisiana school. When the Louisiana State Seminary of Learning and Military Academy, which later became the Louisiana State University, was completed in 1859, he was, through the recommendation of a family friend, appointed a member of the first faculty under William Tecumseh Sherman. The institution had been in operation only one year when Louisiana seceded from the Union, Superintendent Sherman left for the North, and within a few months most of the faculty members and cadets, including David Boyd, had joined the Confederate army. After serving throughout the war, David Boyd, was appointed superintendent of the Seminary, and given the responsibility of reorganizing its staff and operating the institution. During the Reconstruction Period when no funds were provided for the school because of the domination of "carpetbag" politicians, Superintendent Boyd kept open the doors of the institution despite unsettled conditions in Louisiana. For approximately fifteen years he struggled to keep the University from suffering the fate of its sister institution, the University of Louisiana, which had also had a precarious existence and which had been intermittently closed because of the lack of money.

It was natural under the circumstances that Thomas D. Boyd should follow his brother to Louisiana. Four years after matriculation at the Seminary he had completed the requirements for both the bachelor's and the master's degree, and one year after his graduation, he was named a member of the faculty of his Alma Mater.

After Thomas D. Boyd joined the faculty of Louisiana State University, Louisiana became his adopted State in which he lived the rest of his life, and though he was deeply attached to his native Virginia, he loved Louisiana and labored unceasingly for its educational development.

When he became president of Louisiana State University, his position as an educator in the State had already been well established, and within a decade after he assumed the presidency, he had become one of the educational leaders in the South. Under his direction, Louisiana State University was developed from a small military school into a strong university. It was during his administration that the movement was begun to build a "Greater Agricultural College" which developed into a plan for a "Greater University," resulting in the construction of the new plant now occupied by the institution.

Known to thousands of students as "Colonel" Boyd, he was revered not merely as an educator but as a

Southern gentleman typical of an era which passed with War and Reconstruction.

The author of this biography became interested in the career of Colonel Boyd when, as editor of the college newspaper, he wrote a series of special newspaper articles touching upon the life of the college president; and it was at this time that he conceived the idea of writing the biography. Colonel Boyd agreed to the plan, and in 1926, six years before the Colonel's death, the work was begun. For a year, Colonel Boyd granted regular interviews, relating many interesting stories concerning his boyhood and his early life as a college professor. These interviews were frequent and often developed into lengthy conversations; in this way the writer came to know Colonel Boyd, and to respect him for his kindly and sympathetic attitude. The writing of the biography was interrupted, however, and it was not until after Colonel Boyd's death, November 2, 1932, that the work was resumed. Colonel Boyd's private papers were made available and were supplemented by a study of documents and newspaper files in an effort to build an authentic biography.

The author is deeply indebted to the members of the Boyd family for the opportunity of completing the biographical sketch. Particularly is he grateful to Mrs. Annie Boyd Grayson for her whole-hearted co-

operation and assistance, and to Mr. Leroy Stafford Boyd for his help in clarifying certain facts concerning the life of his father, Colonel David F. Boyd.

The author wishes also to express his sincere appreciation to Dr. James M. Smith, President of Louisiana State University, who made it possible for the biography to appear at this time; to Dr. Edwin L. Stephens, President of Southwestern Louisiana Institute, a lifelong friend of Colonel Boyd, for his careful and critical reading of the manuscript; to Dr. Charles W. Pipkin, Dean of the Graduate School of the University, a member of the faculty under Colonel Boyd, for the interest he has shown in the biography and for many valuable suggestions; to Professor Marvin G. Osborn, Director of the School of Journalism of the University, a member of the faculty for many years and for two years Colonel Boyd's Secretary, for generous assistance in the revision of the text; to Colonel Arthur T. Prescott, an intimate friend of the Boyd family and a confidant and adviser of Colonel Boyd for a quarter of a century during which time he served in various capacities in the University faculty, who read a part of the manuscript and made pertinent suggestions; to Mrs. Theodosia Jones Gates, Registrar of the University, Colonel Boyd's Secretary during eighteen

years, for reading the copy; and to Professor James A. McMillen, Librarian of the University, who assisted in many ways.

And finally, the author wishes to express his deepest appreciation to his wife, Helen Crowell Wilkerson, who gave him invaluable assistance in the revision of the manuscript.

M. M. W.

Louisiana State University,
Baton Rouge, Louisiana,
December 6, 1934.

Chapter I

The Boyd Family

TWO VIRGINIA BROTHERS, beginning their careers at a small military school in the pinewoods of Rapides Parish, Louisiana—one as a professor, the other as a cadet—for half a century directed the destinies of Louisiana State University and to a large extent shaped the educational development of the State.

The elder brother, David French Boyd, a civil engineer seeking employment on a transcontinental railroad then under construction, became a member of the first faculty of the military school, the Louisiana State Seminary of Learning and Military Academy, established in 1859 with William Tecumseh Sherman as superintendent. At the close of the War Between the States, he was appointed superintendent of the Seminary, administering the affairs of the institution during the trying Reconstruction Period until, due to political troubles, he was finally forced to resign.

The younger brother, Thomas Duckett Boyd, came to Louisiana in 1868 to live with David and to attend the Seminary, the name of which was subsequently

changed to Louisiana State University. After completing his college course, he became a member of his brother's faculty, filled a variety of positions for fifteen years, and for thirty-one years more he served as president. During this time the force of his personality largely moulded the character of the institution and inspired thousands of students who came under his influence.

The history of the Boyd family is as interesting as the careers of these two brothers are illustrious. The family is of Scotch ancestry, descendants of the long line of Boyds who were active in the political life of Scotland for many centuries. The first record of the name "Boyd" is found as early as the beginning of the thirteenth century, a reference to "Simon, brother of Walter, the first High Steward of Scotland." His son, Robert, so it is said, was remarkable for his fair complexion; and hence he obtained the name of "Boyt" or "Boyd," from the word "Boidh," in the Celtic language signifying "fair."[1] This derivation, however, is not accepted by later historians of the family who are not certain as to its origin.[2]

Robert Boyd, or "Sir Robert" as he was later known, the son of Simon, distinguished himself at the

[1] *Cf.* Archibald McKay, *The History of Kilmarnock* (Kilmarnock, 1880).
[2] Henry M. Paton, "Origin of the Boyd Family" in *Boyd Family Journal*, Vol. I. March 1925, 6.

battle of Goldberry in fighting to repulse a Norwegian invasion in 1263, thereby winning the gratitude of the Scottish king, who rewarded him with a grant of land and a title. The word "Goldberry" was inscribed upon the Boyd coat of arms where it remains today, commemorating the valor of the celebrated Scotch warrior. His son, Sir Robert Boyd, lived up to his father's reputation for bravery and daring. Scorning the English yoke of Edward I, he participated actively in opposition to his rule and became one of the heroes of Scotland. He was rewarded by Robert Bruce with lands and other gifts.

Later members of the family were rewarded from time to time with titles and lands for services to their rulers and by 1661 the Scotch Boyds had definitely become established as Earls of Arran and later as Earls of Kilmarnock.

William Boyd, the fourth Earl of Kilmarnock, was executed in the Tower of London for participating in the Scottish Rebellion of 1745. His titles were forfeited and he was succeeded by his eldest son, James, who did not take part in the Rebellion, and who, by reason of being the eldest male heir of the Hay family, through his grandmother, became the fifteenth Earl of Errol. In 1830, the additional title of "Baron of Kilmarnock" was given by Parliament. Thus, since the thirteenth century the Boyd family had played a

leading part in the life of Scotland and had earned an enviable place in the councils of the Kingdom.

One of the first members of the Boyd family to seek his fortune outside his native land was John Boyd, who went to Maryland soon after that colony was opened to settlement by royal grant to Lord Baltimore, and settled on Patuxent River in what is now Prince George County. Acquiring by royal grant and purchase some 800 acres of land, he became the founder of what is known as the Anne Arundel Family of Boyds.[8] His great-great grandson, Thomas Duckett Boyd, the grandfather of Colonel Thomas D. Boyd of Louisiana, removed with his family to Albemarle County, Virginia, in 1803. Only the youngest son, Thomas Jefferson Boyd, the father of Colonel Thomas D. Boyd, was born in Virginia. Thomas Duckett Boyd, for whom Colonel Thomas D. Boyd was named, took part in the War of 1812, as his father had in the Revolutionary War, serving as a private in Captain Carr's Company of Albemarle County Cavalry. He was surprised and captured by the British at Norfolk, Virginia, one night in September, 1813, and taken to the Bermuda Islands where he was retained as a prisoner of war for eleven months. He died shortly after being released.

[8]Charles Rufus Boyd, Sr., *Boyd Family*, Boyd MSS.

Thomas J. Boyd was born in 1804 within sight of Monticello, the country estate of Thomas Jefferson. He was named for Virginia's foremost statesman, and the grandfather's name, Thomas Duckett, was destined to go to the grandson.[4] Thomas J. Boyd knew Thomas Jefferson and became an ardent admirer of his distinguished friend. He attended the University of Virginia, which had only recently been established, and during his student days Jefferson frequently visited the institution and occasionally gave lectures to the classes in law. He was a member of the first law class of the University, with which he was graduated in 1827.

After completing his law course, he went to Wytheville, in the heart of the mountains of southwest Virginia, and began the practice of law. He formed a partnership with Judge David McComas, who had married a Miss French of Giles County, Virginia. The French family owned huge tracts of land in both Giles and Mercer Counties and were considered wealthy. Mrs. McComas's sister, Minerva, was attending school at the Moravian College, Salem, North Carolina. Because of the slow means of travel and the fact that the school was separated from her home by two ranges of mountains, Miss French had not visited her family in two or three years. There-

[4]Most of the facts concerning the life of Thomas J. Boyd were related to the author by Colonel Thomas D. Boyd several years before his death.

fore, on her return home at the close of school she stopped over for an extended visit with her sister in Wytheville. There she met the young lawyer, Thomas J. Boyd, and they were married in 1833.

Ten children were born of this union, two of whom died in infancy. The eldest was David French Boyd, who died in Baton Rouge in 1899 at the age of 65. The second was also a son, William H., who became a farmer in West Virginia and who, after rearing a large family, died at the age of 70 years. The third child, Charles Rufus, became a civil engineer, moved to Louisiana and surveyed land near Alexandria and Cheneyville in Rapides Parish. It was while he was surveying there that he met Sally Stafford, daughter of General Leroy Stafford, whom he married. The fourth child, Mary French Boyd, was married to Charles Motz of Lincolnton, North Carolina, in 1867. From North Carolina this couple went to Waco, Texas, and later to Abilene. The fifth child, Cynthia McComas, married William H. Spiller of Wytheville. Ella Minerva, the sixth child, married John Stuart Crockett, distantly related to the immortal David Crockett. It was a coincidence that the youngest daughter, Elizabeth Bright, also married a John Stuart Crockett. The two men were kinsmen. Thomas Duckett Boyd was the ninth child.

Thomas J. Boyd was an early and zealous advocate of the policy of internal improvements by his State as a means of developing its valuable resources. Primarily to secure the realization of his views, he entered actively into the public life of his community and State. He was elected a member of the Town Council of Wytheville in 1839, and served for fifty-four consecutive years, his name having been kept on the roll until his death, after he grew too old and feeble to attend meetings. He was deeply interested in getting the Norfolk and Western railroad routed through Wytheville and southwestern Virginia, and as neither the Democratic nor the Whig party would advocate the building of the road, he ran as an Independent Democrat, was elected to represent his county in the Legislature, and during his term of office, 1848-1853, he worked unceasingly to bring about the construction of the railroad. He was a member of the Virginia Board of Public Works from 1853 until 1859, and served as its President for one term of two years. He was also a member of nearly every important committee appointed by the county court.

To the practice of law, he added civil engineering, and with his own surveying instrument, he laid out town lots and encouraged the development of Wytheville, spending much of his time and money in trying

to make it a summer resort.[5] It was largely the result of his interest and foresight that the physical resources of southwest Virginia were developed. He continued to practice law until 1857, when he built a hotel to accommodate the tourists who even then were finding their way into that beautiful mountain town. He had acquired many hundreds of acres of valuable land, in addition to much property in Wytheville, and was considered wealthy. When the financial crash of 1857 came, however, he was forced to dispose of a large part of his holdings at a sacrifice.[6] His losses ran into several hundred thousand dollars. He never fully recovered from the loss. The character of the man is reflected in the fact that though he was a complete bankrupt, he would not avail himself of the bankruptcy law, and continued to pay his creditors until at the time of his death he owed only about $30,000, leaving approximately enough real estate to cover this amount. The hotel was later bought by a man from Massachusetts who contemplated tearing it down, but his wife went through the home and seeing the beautiful woodwork, insisted that it be renovated instead. This was done, and the place was named Boyd Manor.[7]

[5]The instrument used by Thomas J. Boyd is a treasured possession of the family and was used by Ernest M. Spiller, a grandson, in surveying the site for the new University.

[6]Thomas J. Boyd to Thomas D. Boyd, June 8, 1878, Boyd MSS.

[7]Boyd Manor was still being operated in 1934.

Thomas J. Boyd served four years in the Commissary Department of the Confederate army at Dublin, Virginia, about ten miles below Wytheville. Like so many Southerners, he had an abundance of Confederate money which was almost worthless after the war. In April, 1865, he was taken prisoner by a detachment of Federal troops, but he made his escape, paid $5,000 in Confederate money for an old horse and rode home. His civil rights were restored by an act of Congress in 1870.

At the age of 89, Thomas J. Boyd died in Wytheville February 16, 1893. In appreciation of the services he had rendered his community, the town of Wytheville dedicated a fountain to his memory in 1915. He had indeed justly earned the title of the "Father of Wytheville."

CHAPTER II

Early Life and Education

BORN JANUARY 20, 1854, in the little town of Wytheville in southwest Virginia, Thomas Duckett Boyd was reared in a commonwealth long called the "Mother of Presidents," in a generation with men who later became leaders in the Southern Confederacy. General Joseph E. Johnston was born not far from the Boyd home, and General Albert Sidney Johnston was a friend of the Boyds and often visited in their home. General J. E. B. Stuart, Lee's famous cavalry leader, was an intimate friend of David F. Boyd.

The town of Wytheville was wholly Southern in its views, and during the controversial period before 1861, the national issues of the day were matters of intense interest to the Boyds and other leaders in the community. One of Thomas Boyd's early recollections was seeing Wytheville's well-trained military company, the "Wythe Greys," entrain in 1859 for Harper's Ferry to assist in the capture of John Brown. He was only five years old, but the uniforms of the soldiers, the blare of the trumpet, and the excitement

of the occasion made a tremendous impression on his young mind.[1]

Almost everything used by the Boyd family during the war was made at home, and like most Southern women of the time, Mrs. Boyd spent several hours daily at the spinning wheel while negro slaves wove yarn into cloth. Appomattox was only 130 miles from Wytheville, and after Lee's surrender to Grant in April, 1865, hundreds of Confederate soldiers passed through the town on their way home. The hungry men were given all the food that the Boyd family could supply.

Tom, as he was known to his family and friends, spent his early boyhood in the wholesome recreation of climbing trees, fishing in the mountain streams and hunting in the woods. His favorite game was baseball in which he maintained an interest throughout life.

He received his early education in the excellent private school of Howard Shriver, one of the best in Virginia. Professor Shriver, a Northern man, was tutor for the Crockett family; but he persuaded Mr. Crockett to permit him to take several other pupils among whom was Tom Boyd.[2] His school was limited

[1] *Recollections of Colonel Thomas D. Boyd* as related several years before his death to the author. (Cited hereafter as *Recollections.*)
[2] *Ibid.*

to twenty-five pupils, and he had a long waiting list. When the war broke out, he notified the patrons that his sympathies were with the Union and that he would not take up arms against it. He stated, however, that he liked the people of Wytheville and would stay provided he would not be asked to aid the Confederacy and that he be paid $5 in gold per month for every pupil, instead of being paid in Confederate money. So great was the admiration for the Professor that he was asked to remain.

Professor Shriver's pupils studied algebra, geometry, Latin grammar, geography, McGuffey's readers, Colburn's mental arithmetic, and the "blueback" speller. To the advanced course were added Greek, trigonometry and surveying. Three or four general exercises were given to the entire school, including mental arithmetic, spelling, singing and Psalm reading. Spelling was taught by the "turn down" method.[8]

Tom studied under Professor Shriver until he was fourteen years old when he enrolled at the Louisiana State Seminary of Learning and Military Academy. His excellent training in Professor Shriver's school was revealed in the fact that when he applied for entrance at the Seminary he passed his examinations

[8] *Ibid.*

so creditably that he was given sophomore rating in all subjects except mathematics.

The story of how Tom Boyd happened to go to Louisiana, the climate of which was considered undesirable by his father, is closely linked with the career of his brother, David F. Boyd, a graduate of the University of Virginia, who left his native State during the financial upheaval of 1857 to seek employment as a civil engineer on the Southern Pacific Railroad which was then being constructed from Savannah to California through Louisiana and Texas. After traveling as far west as Marshall, Texas, David Boyd learned that work on the road had ceased, and he returned to Shreveport. There he saw Judge W. B. Egan, a family friend, who, finding him without employment, induced him to remain in Louisiana and aided him in securing a position as teacher of the Homer school in Claiborne Parish. He subsequently was given a position as a teacher in the prosperous community of Rocky Mount in Bossier Parish where he succeeded in building a school of high grade. In 1859 the members of the Board of Supervisors of the Louisiana State Seminary of Learning, which had just been completed near Alexandria, advertised for professors. David Boyd, at the suggestion of Judge Egan's father who was a member of the Board,

applied for a position and was appointed Professor of Latin and English Literature. He remained with the institution until the outbreak of the War Between the States, when he enlisted in the Confederate army. He served throughout the conflict with distinction and honor. After the close of the war, when the Seminary was reorganized, he was appointed Superintendent by Governor J. Madison Wells.

Tom and his cousin, James M. Boyd, followed David Boyd to Louisiana, the former enrolling as a cadet October 13, 1868, and the latter becoming Professor of Natural Philosophy at the Seminary. James Boyd, a graduate of the University of Virginia, filled his position for only a few months, as he died of tuberculosis in the spring of 1869.[4]

The course of study in the Seminary consisted of a Preparatory and an Academic Department, a special school of Civil Engineering and a Commercial School.[5] The Academic Department in which Tom enrolled comprised a Literary, Scientific and Optional Course. In the Literary Course the ancient languages and literature were offered; in the Scientific Course the Greek language was omitted and in its stead were taught mechanics and practical engineering; and in

[4] *Ibid.*

[5] *Official Register of the Officers and Cadets of the La. State Seminary of Learning and Military Academy*, 1869, 16. (Cited hereafter as *Official Register.*)

ABOVE—TOM BOYD AS A CHILD

The dress, which was made for David Boyd, Tom's elder brother, is still in the possession of the Boyd family.

BELOW—TOM AT THE AGE OF NINE

Reproduced from a daguerreotype made during the War Between the States.

the Optional Course the English branches and any other two subjects of study could be taken. The degree of bachelor of arts was awarded to the graduates of the Literary Course, and the degree of bachelor of science to the graduates of the Scientific Course. The graduates in all branches of the Academic Department received the degree of Master of Arts.[6]

Tom remained at the Seminary during the vacation period of 1869, and re-entered the institution in the fall. Hardly had he entered upon the year's work when the Seminary Building was destroyed by fire October 15. The fire was discovered early in the morning near the kitchen, but it was too well under way to be checked. After removing their personal belongings, the students rushed into the crumbling building to aid in saving the library. A life-size portrait of General W. T. Sherman, painted by Professor Samuel H. Lockett, a member of the faculty under the first Superintendent, was saved.[7] The portrait is still one of the treasured possessions of the Louisiana State University. After taking all they could from the burning building, the cadets sat on their trunks and watched the brick walls crumble and at dawn only about thirty feet of walls remained standing.

[6] *Ibid.*, 17.
[7] *Recollections.*

Several theories were advanced as to how the fire originated, though the cause has never been definitely ascertained. Some believed that negroes set fire to the building in revenge for the slaying of a negro peace officer, Isaac Whiting, by Flavius J. Simmons, a drunken cadet who was resisting arrest.[8] Simmons, who was a veteran of the Confederate army, was later liberated from the parish jail by a body of cadets, who were incensed over the affair. In retaliation, so the story goes, the friends of Whiting, who felt equally outraged, brought about the destruction of the Seminary Building. Others thought the fire started from a match thrown by a careless cadet, who had gone to the cellar underneath the kitchen to get food. It was known among the students that one could get into the cellar by crawling between the joist and the floor.[9] The day before the building burned a steamboat had unloaded a large quantity of provisions, and negroes had been busy all day storing these supplies. The cellar was filled with excelsior, greasy paper and boxes, and a carelessly thrown match or cigarette stub might easily have set fire to the building.

After the destruction of the Seminary Building, the boarding cadets were sent home, pending a de-

[8] *Diary of Colonel David F. Boyd*, Oct. 5, 1874.
[9] *Recollections.*

cision as to what action would be taken regarding the school, but Tom remained at the home of his brother.

Louisiana at that time was virtually bankrupt. A large section of the State had been laid waste by Federal soldiers and commerce was almost at a standstill. With their slaves freed, their live-stock gone, and their plantations uncultivated, many planters were financially ruined. The State therefore could ill afford to lose a structure which at that time represented a large investment. Certainly it could not hope to replace it soon.

Superintendent Boyd, realizing that any hope of reconstructing the Seminary Building was out of the question, immediately set out to find a new place in which instruction might be continued. He first looked over the Convent of the Sacred Heart in Natchitoches, but the building was unsatisfactory. He then consulted the Governor in Baton Rouge and inspected the building occupied by the School for the Deaf which was housed in the same building it now occupies. Arrangements were made to use the north half of this building, the other half being used by the deaf students. Work was started at once on a kitchen and in two weeks classes were resumed in Baton Rouge. The domicile of the institution remained in Alexandria, however, until the University

was merged with the Agricultural and Mechanical College by an act of the Legislature in 1877.

Only three students failed to return when the school was reopened November 1. The enrollment that year, 1869-1870, numbered 170 cadets. The enrollment the next year was 184, but in 1872-1873, the registration dropped to 140, because no appropriation was made by the "carpetbag" Legislature for the beneficiary cadets, and many were obliged to leave the institution.

Regulations governing the cadet life while Tom Boyd was a student were very strict. Students were not permitted to use tobacco or to have it in their rooms; neither was the use of intoxicating liquors allowed. All students were required to live in the dormitories, and no student was permitted to leave the Seminary grounds without a permit. Naturally, there was an occasional violation of these rules.

The cadets were required to be present at "reveille" which was sounded at 5:30 o'clock.[10] Prayers were said at 6 o'clock after which the surgeon's call and inspection of quarters took place. Breakfast was served at 7 o'clock, and the cadets were marched into the mess hall in regular formation, a practice followed

[10] *Official Register, Session 1870-1871*, 48.

for many years. Each squad had its regular place at the table, and only certain cadet officers were permitted to give orders to the servants.

Recitations and study began at 8 o'clock and lasted until 1 o'clock. After an hour for lunch, recitation was continued until 4 o'clock.[11] The hour from 4 to 5 o'clock was devoted to recreation, and from 5 to 6 drill was held. Supper was served at 6 o'clock and the "call to quarters" was sounded at 7 p. m. The cadets were required to study until 9 o'clock, when "tattoo" roll call was sounded. "Taps" came at 10 o'clock, and students were expected to be in bed at that hour with the lights out.

Classes were not held on Saturday. At 11 o'clock on that day the superintendent's call for "delinquents in study" was made. At 7 o'clock in the evening the literary societies met. On Sundays at 8 a. m. the superintendent made a general inspection of the quarters and persons of the cadets, and at 10 o'clock "Church Call" was sounded for service in Baton Rouge. At 4 p. m. "Divine Service" was held in the University Chapel.

All cadets were required to be present at "tattoo" and "taps" inspection. Failure to do so meant ten demerits. If a cadet was absent from either formation, he was required to explain his absence, and if he

[11] *Idem.*

was "off limits" he was dismissed from the institution. If a cadet received 100 demerits for the term, he was dismissed.

Under the strict discipline maintained, the cadets lived a routine life. Especially was this true while the Seminary was located near Alexandria. Social contacts at the old Seminary were infrequent because of the isolation of the school, though an occasional "Cadet Hop" was held "to give the cadets the benefit of the society of the ladies."[12] For recreation the students usually played baseball, and on Saturdays when no classes were held they were permitted to fish in nearby streams and to hunt wild game of which there was an abundance in the woods adjoining the Seminary. Thrust into the totally new environment of a military school at the age of fourteen, Tom Boyd experienced frequent pangs of homesickness during his first year in the Seminary despite the presence of his brother, David. After the school was reopened in Baton Rouge, however, he became adjusted to his new surroundings and life for him took on new interests.

The location of the Seminary near Alexandria and the small enrollment made the enforcement of disciplinary rules comparatively easy, though Colonel Sherman had his share of worries in dealing with the

[12] *Ibid.*, 1869, 19.

cadets. While he was superintendent there was a general and constant complaint about the food. Why it was not possible to have had plenty of good food can not be explained. The Seminary was isolated to some extent, but it was easily accessible by steamboat, the principal means of transportation then, and the countryside produced an abundance of fresh vegetables, eggs, meat and the like. But notwithstanding this, the food was frequently bad and the cadets were continually complaining of the stale bread, the spoiled meat, and the general lack of delicacies, and mutiny was threatened on several occasions.

The location of the Seminary minimized any tendency which the students might have had in those troublous days to cause disorder, and during the superintendence of Colonel David Boyd there was very little dissatisfaction so long as the institution remained in Rapides Parish; but conditions were more conducive to mischievous outbreaks in the new domicile in Baton Rouge and the cadets often caused trouble, though few serious conflicts with the authorities occurred.

While the institution was housed in the north half of the School for the Deaf, the students were forbidden to communicate with the deaf students, but they did not always observe the rule. Signs were frequently passed between the two groups, and it is

a coincidence that one of the cadets later became superintendent of an institution for the deaf in West Virginia.

The most serious trouble occurred in November, 1871.[18] The disturbance was caused by the ringing of a large cracked bell belonging to the School for the Deaf. The cadets, much annoyed by the frequent tolling of the bell, were unable to ascribe any good reason for such noise in an institution for the deaf. Vainly they sought to have the noise stopped. Colonel David Boyd was surprised one morning to learn that the bell had been removed and hidden. Embarrassed by the injury to the property of the other institution, he endeavored to find out the mischief makers. During the Sunday morning inspection each student was asked by Colonel Edward Cunningham, the Commandant, whether or not he had taken part in the escapade or knew anything about it. The students were lined up in their rooms according to their height; Cadet Boyd, the ranking officer but the smallest in stature, was at the foot of the line. Colonel Cunningham walked down the line, carefully questioning each man about the episode. Tom's three room-mates answered the questions, but he refused to answer inquiries; and, although not being implicated

[18] *Cf.* Walter L. Fleming, *History of Louisiana State University* (n. p., n. d.).

DAVID F. BOYD IN THE UNIFORM OF A CONFEDERATE MAJOR
Reproduced from a daguerreotype made during the War Between the States.

in any way, he, with twenty others, was dismissed from the institution. Before the inspectors reached his room, Tom had been told that several members of his (senior) class were involved in the affair, and he mistakenly felt in honor bound to shield them as far as possible.

The dismissal of the students aroused a great deal of opposition and caused much comment among the state papers, many of which were in control of "carpetbaggers" and were naturally opposed to David Boyd's administration because of his insistence that negroes be barred from the University.[14] The cadet corps took up the matter and discovered the guilty parties; those who had been dismissed then answered the questions and were reinstated.

Cadet life was not easy during the Reconstruction Period when negroes and "carpetbaggers" dominated Louisiana politics, and it was perhaps because of the unsettled conditions of the time that there was so much unrest in the student body. On several occasions clashes between the cadets and negroes were narrowly averted.

In 1871 after the institution was removed from Alexandria and while Henry Clay Warmoth was Governor and Oscar J. Dunn, a negro, was Lieutenant-Governor, the Chief Executive was invited to

[14] *Ibid.*

make an inspection of the cadet corps. He accepted the invitation but later found that he could not be present and named his Lieutenant-Governor to go in his stead. The cadets were in a quandary; they did not want to salute the negro, but to fail to do so would mean dismissal. Chance came to the rescue, however, as at the last moment Governor Warmoth found he would be able to be present; or it may have been that he suspected the consequences and decided it would be the better policy not to let the negro represent him.

The cadets were in the habit of going in swimming in the Mississippi River directly in front of the institution for the deaf. Negro boys also swam in the river and they persisted in going in just above the cadets to assert further their newly acquired freedom. Naturally the sensitive cadets vigorously objected to having the water in which they swam "contaminated" by the negroes. The humiliation was more than they could stand, so the negroes were warned to discontinue their practice. The warning went unheeded. Then the cadets organized into two companies with the intention of precipitating armed combat with their tormentors and only the timely intervention of the Mayor of Baton Rouge and the Superintendent of the Seminary prevented an open conflict.

It was during Cadet Boyd's second year at the Seminary that General Sherman, on a tour of inspection of the military districts of the South, visited the institution. He was received in a friendly manner by many of those who knew and admired him while he was Superintendent of the Seminary, though he had gained the reputation in the War Between the States of being the most heartless leader in the conflict. Sherman again visited the institution in 1872 while it was still housed in the School for the Deaf. It was more of a visit to his friend, President David F. Boyd, than to the University.[15] President Boyd received General Sherman warmly and entertained him in his home. General Sherman made a third visit to the University in 1873, when Thomas Boyd was an instructor in mathematics. A dinner was given for the former Superintendent, who was then the Commanding General of the United States army. Most of the faculty members had been Confederate soldiers, but on this visit all were cordial to General Sherman except Colonel Richard S. McCulloch, Professor of Chemistry. There was a very good reason why this particular Professor could not bring himself to shake hands with the "Damyankee." At the close of the war he had been imprisoned because of his

[15]The name of the Louisiana State Seminary of Learning and Military Academy was changed in 1870 to the Louisiana State University.

refusal to take the oath of allegiance.[16] Therefore he felt a hatred for all "Yankees" in general and for Sherman in particular, and he flatly refused to sit at the same table with the Northern hero. A small table was arranged to accommodate four persons, and there Colonel McCulloch was placed with three others, including Professor Boyd.

The story is told that General Sherman expressed a desire to shake hands with the cadet body. President Boyd had the cadets form in line and march by the General, shaking hands as they passed. After General Sherman had stood shaking hands for some time, he turned to President Boyd and asked how many students were enrolled in the University. President Boyd replied that the number was 175, whereupon the General reminded him that he had already shaken hands with about 500. The cadets, not pleased with the idea of shaking hands with the Northerner and determined to embarrass him, had been re-forming in the line at the rear, and many had shaken hands with him no less than three times.

Tom spent four years in the University during which time he developed from a boy into a vigorous young man. Though the discipline was strict, the few privileges extended were more thoroughly en-

[16] *Recollections.*

joyed by reason of the rigid discipline. The small body of cadets were constantly associated with one another, and the friendships formed were intimate and lasting.

Because of the advanced classification he was given when he entered the Seminary, he was able to complete the three courses in the Academic Department during the four years he was a student in the University. Therefore, at the age of eighteen he was graduated with the degree of Master of Arts on June 26, 1872, ranking fourth in a class of sixteen with an average grade for the four years of 80.4.[17] He received his degree from the hands of Governor Warmoth.

[17] *Ibid.*

Chapter III

Boyd as Professor

AFTER BEING GRADUATED from the University, Tom returned to his home in Virginia where for the rest of the summer he played baseball on the Modoc baseball club. This club was organized through the efforts of the Presbyterian minister of Wytheville to keep the college students out of the saloons which were introduced in Wytheville in 1871. Soon after the appearance of the saloons, it was found that some of the students, spending their vacations at home, were frequenting these places. In order to center their attention on other things, the minister enlisted the aid of Tom, who had developed into a good ball player at the University where baseball was the chief sport. The Modocs had a good catcher in a Methodist minister, and an Episcopal minister was the pitcher. Tom played shortstop. The club traveled over the State, playing in many of the small towns before large crowds. Tom was small and the girls made fun of him in his baseball uniform, but their fun-making

was turned into admiration as they watched him play.

As the summer drew to a close, the young university graduate began seriously to consider his future. The South was still suffering from the effects of the recent war, and employment of any kind was difficult to obtain. It was not so much a question of what Tom wanted to do as it was what he could find to do. Fortunately, Charles R. Boyd, Tom's elder brother, was employed by the United States government to survey the Kanawha River. Tom had studied enough engineering while he was a student in the University to enable him to draw profile maps, and during the winter of 1872-1873 he worked with his brother. His main task was inking maps of the survey.

He also began the study of law under one of the best lawyers in that section of Virginia, a judge of the county court, with the intention of making it his life profession; and in the spring of 1873 he accepted a position as law clerk in the St. Louis office of Colonel Cunningham, former Commandant of Cadets at the University. About this time, Tom received a letter from David, who, in addition to being head of the University, was Treasurer and Professor of Mathematics, offering him a position as an instructor in mathematics to relieve the Superintendent of some

of his many duties. Tom wired Colonel Cunningham that he would be unable to accept the place in St. Louis, and he went to Louisiana again, this time as adjunct professor in his Alma Mater, one of the youngest ever to bear the title of professor. He was just nineteen years old at the time. His interest in the law, however, did not lag, and for several years after he began teaching, he read law and planned ultimately to begin his career as a lawyer.

Thomas Boyd assumed his duties as a professor in the University October 5, 1873, in one of the most critical periods in the history of the institution. Louisiana, still under the control of "carpetbaggers," was hopelessly in debt. For several years the University was without funds, with the exception of the scant sums secured from tuition, and had it not been for the foresight and determination of Superintendent David F. Boyd the institution might have ceased functioning altogether. Support for the University was derived from two main sources—appropriations for "beneficiary cadets" and the interest from the Seminary fund. The law required the Legislature to provide for the support of two beneficiary cadets from each parish of the State and for twenty more from the city of New Orleans. But in 1873, during the administration of Governor Wil-

NINE MEMBERS OF THE CLASS OF 1872 WITH WHICH TOM BOYD WAS GRADUATED WITH THE DEGREE OF MASTER OF ARTS

The building of the School for the Deaf, in which the University was domiciled from 1869 to 1886, is shown in the center. The area in the foreground was a part of the drill field. Reading from the top to the right, the members of the class are: Griffin T. Hawkins, Thomas D. Boyd, Isaiah B. White, Maximilian Feazel, James L. Perkins, Joseph B. Smith, Daniel M. Brosnan, Norbert Ranson, and John T. Sibley. Luke P. Radesclch is the only member of the class whose picture is not included.

liam P. Kellogg, the Legislature failed to provide for the customary funds primarily because of Superintendent Boyd's refusal to admit negroes to the University. There was also no income derived from the Seminary fund because of the refusal of the Board of Supervisors to convert the old bonds into new bonds of the State on account of the loss that would result to the University.[1] Therefore, for approximately four years the University struggled along without any support at all, held together by the indomitable will of its Superintendent.

There was no money to pay the professors except the insufficient tuition fees, but still the doors of the institution stayed open because the faculty members were willing to remain in the hope that money and the payment of back salaries would be forthcoming.[2] In his report to the Governor, Superintendent Boyd stated:[3]

> They (the faculty) will remain here the whole year through, whatever be the financial condition of the University, or of the State,—whether they receive a dollar of their salary or not or whether there is a cadet or not.

Appreciation for the courage of the faculty in remaining with the institution during these trying

[1] *Report of Superintendent David F. Boyd to Governor William P. Kellogg*, Oct. 4, 1875. (Cited hereafter as *Boyd's Report to Kellogg.*)
[2] *Idem.*
[3] *Idem.*

times was expressed by a member of the Board of Supervisors in the following report to the Legislature:[4]

> Luckily the Faculty were willing to remain on the same terms as the previous year, on the hope and promise of payment of their salaries out of the annuity when it should be put in available shape, and richly earned salaries should be sacredly paid them, for no one but themselves and those who have been eye-witnesses of their poverty can conceive what they have suffered in trying to keep alive an institution of Louisiana which had actually been abandoned by the State.

But despite all that Superintendent Boyd could do, activities at the University all but ceased. The enrollment in 1875 numbered only thirty-one students,[5] and later in the session the number dwindled to five cadets.[6] There were only two graduates that session and they were from the Mathematics Department.[7]

The University was in this poverty-stricken state until 1877, when the Agricultural and Mechanical College was brought from New Orleans to Baton Rouge after a long and bitter controversy, and combined with the Louisiana State University. After the merging of the two institutions, the Legislature pro-

[4] *Report of W. L. Sanford, vice-president of the Board of Supervisors, to Members of the Legislature,* Jan. 23, 1877.
[5] *Boyd's Report to Kellogg.*
[6] *Diary of Thomas D. Boyd,* April 30, 1875.
[7] *Boyd's Report to Kellogg.*

vided funds for the support of the University and conditions improved materially.

Those hectic years were especially gloomy for Thomas Boyd, who, like the other members of the faculty, was often hard-pressed for sufficient money with which to provide necessities. The lack of funds often prevented him from enjoying the simplest pleasures, and frequently he was without proper shoes and clothing.[8] His vacations were spent in Baton Rouge because he had not enough money to make the trip home, and his father could not lend it to him.[9] On one occasion he wrote:[10]

I received another kind letter from sister Mary today, enclosing me $1.00 for which I am so grateful. She would send me more if she had it; but why should I expect aid from her? I have cause to be thankful that God has given me so many loving relatives, and I hope that I may some day deserve their love.

Concerning his needy circumstances, his father wrote:[11]

It is most painful to me to know of the needy condition of David and his family and of yourself. David now sees and feels what I have long since been satisfied would be the result of his efforts to build up a school of high grade in the malarious climate of Louisiana. People there, who have the ability, will send

[8] *Boyd's Diary*, Feb. 5, 1876.
[9] *Ibid.*, June 25, 1876.
[10] *Ibid.*, Jan. 24, 1875.
[11] Thomas J. Boyd to Thomas D. Boyd, Aug. 30, 1875, Boyd MSS.

their children for education to some healthier clime. I am truly glad David is to leave there—and I believe you can't leave too soon for your own good.

As conditions at the University continued to grow more deplorable, a deep pessimism regarding the future of the State and the institution took hold of Professor Boyd. On the sad financial plight of Louisiana, he commented:[12]

. . . And Kellogg has succeeded in raising the taxes so high that even the merchants in N. O. never know how soon the plantations on which they hold mortgages will be sold for taxes. The county taxes of some parishes amount to eight cents on the dollar.

. . . All are leaving who can get away: even the native born citizens whom patriotism might make remain and share the fate of their fellow-citizens who can't leave.

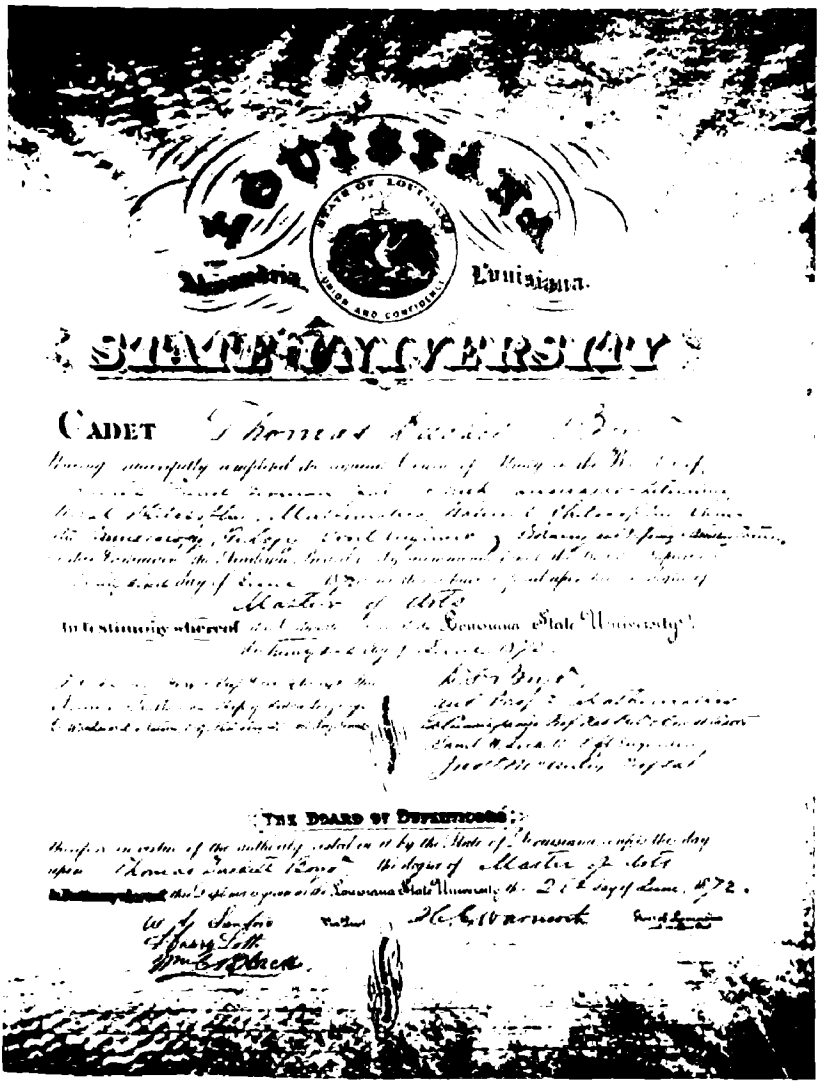
Writing again in his *Diary* concerning his poverty and the conditions at the University, he stated:[13]

The prospects of the University are still gloomy. There are only eight cadets present, and one of them may leave at any moment.

And several days later, he wrote:[14]

. . . We can hear nothing definite from N. O. as to the political outlook. The Democratic leaders seem to be waiting for Congress to act, and Congress is waiting for——whom? D. (David) speaks of opening the University to students boarding

[12] *Boyd's Diary*, Feb. 25, 1875.
[13] *Ibid.*, Jan. 8, 1875.
[14] *Ibid.*, Jan. 15, 1875.



FACSIMILE OF THE DIPLOMA AWARDED THOMAS DUCKETT BOYD IN JUNE, 1872, BEARING THE SIGNATURE OF GOVERNOR HENRY CLAY WARMOTH.

in Baton Rouge, and has received permission from the Board of Supervisors to do so; but hesitates with a kind of dread foreboding of evil to come of it. He fears that the Radical Legislature will make it an excuse for upsetting the school, and thereby throw the blame on him.

Professor Boyd led a lonely life during those dark days when only a few cadets and faculty members were in the institution. Without money and intimate friends, he was almost totally cut off from the outside world. At times his loneliness seemed unbearable despite his efforts to make the most of his leisure time:[15]

Oh what a lonely life we lead here! But is it not best for me? Would I be better able to resist the temptation to idleness and sloth to which I constantly give way, if, instead of being shut up in this hermitage, I enjoyed social life? At any rate, I think a moderate use of society would prevent me from falling into the error of spiritual pride—imagining that I cut myself off from the world and improve myself by study, when, in fact, most of my time is spent in these vain imaginings. I often wish I had some true friend, with whom I could freely unburden myself. Twenty-one years of my life are gone, and I have never experienced the delightful pleasure of having a confidential friend.

In writing again of his loneliness, he stated:[16]

. . . We have a lonely time of it here, cut off from all social intercourses, and I hope it is not too heinous a sin, if one has

[15] *Ibid.*, May 4, 1875.
[16] *Ibid.*, May 4, 1875.

to admit that the chief attraction of church for him, is the chance of seeing a pretty face now and then, or basking in the smiles of some sweet angel, who is bold enough to look upon him with complacency even in the sacred precincts of a church. Solitude is a wonderful kindler of love; and I find myself falling in love with a school girl, whom I've had the good, or bad, fortune to meet upon the street several times. I never heard the sound of her voice but once, and yet, for several days she has taken possession of my mind to the exclusion of every other object. Her image is ever before me, and I find myself constantly timing my hours of going up streets so as to meet her either going to or returning from school.

The young Professor became somewhat discouraged over his prospects at the University and often contemplated making a change. At one time he considered attempting to secure a position in Egypt in the event that Colonel Samuel H. Lockett, a former Commandant of Cadets at the University, went there as superintendent of the Military Academy at Cairo.[17] He was offered a position in the store of William H. Spiller, one of his relatives in Virginia, but he felt that he should not give up his aspirations just to secure immediate relief from the University routine:[18]

I would lead a more pleasant life at his home than here—in the ordinary acceptation of the word pleasant, and my health would be benefited, but as I have put up with this diet so long, I don't think three months more of it will kill me. To resign

[17] *Ibid.*, Feb. 21, 1875.
[18] *Ibid.*, March 20, 1875.

all my aspirations and hopes for a slight matter of three months' hominy and sole leather would be folly; and indeed if I were of any account these things would only stimulate me to increased exertions.

During this period when activities at the University were at a standstill, Professor Boyd was given to frequent reminiscing and he made many entries in his *Diary*. Thus on his twenty-first birthday, he recorded his introspections in the following critical outburst:[19]

This is my birthday, and I am now twenty-one years of age; a man. A man, yes, as far as voting is concerned, but in what else? What have I done in my life to distinguish me from those other animals who eat and sleep and do nothing? Echo answers nothing. A creature of lusts and passions, the slave of habits—and those among the worst. I am a child just entering life's stage, and one who will require very careful training if any good is to come of him. I was about to begin a catalogue of my faults, but it is very doubtful whether such introspections, and the corresponding good resolutions, do much good; so I will desist. Besides I have already, on the 1st day of the year, made good resolutions enough, none of which I have kept. I don't even fill up my diary, and now have to fall back on the weather which is terribly damp.

And when his inactivity was again growing unbearable, he wrote:[20]

[19] *Ibid.*, Jan. 20, 1875.
[20] *Ibid.*, May 8, 1875.

Effected nothing today. I am either unwell or so lazy that I feel sick. When I rose in the morning instead of feeling refreshed, I often can hardly stand up for weakness or laziness or something. In this way the golden moments pass, day after day, and week after week, echoing the same sad wail Lost! Lost! Lost! Oh! if we could only make ourselves what in our better moments we wish to be!

The following excerpt from his *Diary* represents profound thinking for a man of only twenty-one years of age:[21]

We resolve and re-resolve and do nothing at last: thus our lives pass away. We are wonderfully clear-sighted as to the failings of others, but look upon our own with complacency. The most trivial victory over self makes us inwardly boast of our self-denying heroism. We who have besetting sins to overcome ought to be ever on the watch lest when they seem totally destroyed, they break forth anew with irresistible force. Men of an indolent disposition "see themselves as others see them" less than any other class of persons, for up to their dying day they are always resolving and believing that they will change and lead an industrious life.

Professor Boyd was a man of small physique, his weight seldom exceeding 130 pounds, but his health was usually good. Because of bad food and the excessive use of coffee and cigarettes, brought on largely no doubt as a result of his solitary life, he was affected with dyspepsia.[22] It was therefore

[21] *Ibid.*, May 19, 1875.
[22] *Ibid.*, Jan. 29, 1875.

necessary that he be careful of his diet, and of the quantity of coffee and tobacco that he used.

The young Professor's eagerness to learn was expressed in his longing to study History, Poetry and Philosophy, though the uncertainty of his stay at the University and the variety of subjects which he was called upon to teach made it difficult for him to settle upon a definite program. He read assiduously after he became a member of the faculty of the University. Such books as Guizot's *The History of European Civilization*, Dante's *Inferno*, and Goethe's *Wilhelm Meister* represented his selections. He was also very fond of music, and the young lady who could satisfy this desire was certain to be among his favorites. This fondness for music was largely responsible for his frequent attendance at church during his early life as a professor, though he enjoyed sermons, especially if they dealt with some phase of philosophy.

His interest in law, which began with his study of the subject in Virginia, was maintained and for several years after he became a member of the faculty of the University, he worked steadily toward the realization of his plan of following it as a profession.[28] He pursued a program of studies including, in addi-

[28] *Ibid.*, Feb. 1, 1875; Feb. 4, 1875.

tion to various law subjects, French and German, with the intention of spending three years at Harvard University, or in Europe, in the event he received all of his salary at the end of the session of 1875-1876.[24] When that time came, the prospect of his receiving his salary in full was as remote as it was the previous year, and his hope of studying law in an institution of high standing was never realized. The opportunity to engage actively in the study of his chosen profession in the law office of Colonel Cunningham and A. Binswanger in St. Louis came again while he was visiting at his former home in Virginia in the fall of 1876, after he had definitely decided to sever his connection with the University, and it was only by chance that his life's ambition was not realized.[25] The decision to accept Colonel Cunningham's offer was made after careful deliberation. It was not an easy one to make for he had become attached to Louisiana and the University:[26]

> . . . After painful deliberation, in which was shown to its fullest extent the weakness and vacillation of my character, I concluded to accept and wrote in accordance today. In two years I can study enough law to begin its practice, and be supporting myself all the while; whereas, at a Law School, I would not have the same opportunities for learning the practical part

[24] *Ibid.*, July 4, 1875.
[25] *Ibid.*, Oct. 4, 1876.
[26] *Idem.*

of the profession, and would be going in debt at the rate of about $500 a year, if I should for a moment entertain the idea of going to one. I forwarded to David my resignation as Comdt. etc. at the La. State Univ. several weeks ago.

No sooner had he accepted the offer from St. Louis than he began to wonder whether or not he had made a mistake. Two days after reaching a decision, he wrote:[27]

Had a kind of presentiment this morning that I ought to be back in Wytheville before Sunday (he had been visiting elsewhere in Virginia); so that, if advisable, I could telegraph my refusal of Col. C.'s offer, before my letter of acceptance reached him.

When he arrived in Wytheville the next day, he found the following message from his brother David:[28]

Unless your prospects are tolerably good, return immediately. Will explain here. Answer.

He replied at once that he would be in Baton Rouge by October 15, and then wired Colonel Cunningham that he could not accept his offer.[29]

Upon his arrival at the University, he found to his surprise that David's telegram only signified that he did not wish his brother to accept some petty position

[27] *Ibid.*, Oct. 6, 1876.
[28] *Ibid.*, Oct. 7, 1876.
[29] *Idem.*

in St. Louis.[80] Conditions had not improved at the University. There was an enrollment of nineteen students, only four of whom were cadets, and there were four professors besides the Superintendent. The situation looked discouraging, but better things were hoped for after the election.[81] Even David was looking around for something to do elsewhere.[82]

About a year later he again had the opportunity of taking up the study of law, this time in the law office of W. H. Goodale, a former member of the University faculty, but the University had been merged with the Agricultural and Mechanical College and prospects were much brighter. The offer was refused.[83]

In the fall of 1875, he had been made acting Commandant of Cadets of the University. The position was ordinarily one of considerable prestige, but because of the lack of cadets it was almost an empty title, and no one recognized that fact more fully than the youthful Commandant.[84] By virtue of his position he became a "Colonel," since all commandants, as well as the superintendents of the institution, were

[80] *Ibid.*, Oct. 16, 1876.
[81] *Idem.*
[82] *Idem.*
[83] David F. Boyd to Thomas D. Boyd, Nov. 1, 1877, Boyd MSS.
[84] *Boyd's Diary*, Jan. 20, 1876.

given that military title; but because David F. Boyd was known as "Colonel Boyd" and the fact also that Thomas D. was so young, he was not generally referred to as "Colonel" until he was definitely appointed Commandant a short time later, after David Boyd had temporarily left the University.

After becoming Commandant, Thomas continued the teaching of mathematics until 1877, when Colonel J. W. Nicholson was brought to the University as Professor of Mathematics. Colonel Nicholson was a Confederate veteran, having served in the Army of Tennessee with the rank of corporal. He was a former student of David Boyd when the latter taught at Homer in 1859, and showed an aptitude for mathematics. During the war, Colonel Nicholson continued the study of mathematics, and at the close of the struggle returned to his native parish where he became principal of Homer College. He wrote a number of articles for scientific publications and won such renown as a mathematician that President Boyd asked him to teach mathematics in the University. After Colonel Nicholson took over the teaching of mathematics, Thomas D. Boyd taught various classes and continued to serve as Commandant of Cadets. At one time he taught seven classes a day and in addition drilled the cadets in the fundamentals of military science.

It was while he was acting Commandant that he applied for a cadetship at the United States Military Academy. His application, addressed to President Grant, bore the recommendations of three of the greatest military men of the country. Generals Sherman, Wade Hampton, and Joseph E. Johnston had endorsed his application, but it was turned down by the President who wrote that he had already promised all the appointments. General Sherman was a warm personal friend of David Boyd, and Thomas had no difficulty in getting the endorsement of the General, then the highest ranking officer in the United States army. Wade Hampton was an uncle of Colonel John Preston, a member of the faculty of the University, and the endorsement of the great Confederate cavalry leader was secured by Colonel Preston. General Johnston was a native Virginian and a friend of the Boyd family.

It was in 1875 also when Thomas D. Boyd was first named president of Louisiana State University. His election came about in this way. President David F. Boyd had resigned to accept a position as superintendent of the Royal Military School at Cairo, Egypt, for which he had been recommended by General Sherman. The Board of Supervisors, upon accepting David's resignation, named Thomas head of the Uni-

versity. The Khedive of Egypt, however, was obliged to forego the operation of the proposed school because of the lack of money, whereupon David was returned to his former position as president of the University.

Conditions at the University during the session of 1875-1876 were quite as bad as they had been the previous year, although there was a total of twenty-two students in March, 1876.[85] From the small sums received from the payment of tuition fees, the members of the University staff managed to board themselves, but they continued to suffer the need of adequate clothing. Concerning his poverty, the Commandant wrote:[86]

> At the opening of the session the University had to furnish its Commandant with a respectable suit of outer clothing, and since then a few dollars for shoes and hats have enabled him to retain the extreme external semblance of a gentleman; but I would not advise anyone to examine him too closely.

On his twenty-second birthday, Professor Boyd again paused to consider his accomplishments with which he was no better pleased than he had been the previous year:[87]

> To-day I finish my twenty-second year. In all, probably one-third, maybe one-half of my life has passed away, and, so

[85] *Ibid.*, March 22, 1876.
[86] *Idem.*
[87] *Ibid.*, Jan. 20, 1876.

far from doing anything to raise me above the millions who yearly pass away and leave no trace of their usefulness here, I am afraid that I may be classed with those who have done no harm, who have battled for the wrong, instead of the right. Materially I am in no better condition now than I was last year. During the interval between the two birthdays I have held a position which was formerly one of honor and trust, and now has only the name. To be Commandant of Cadets in a University of five cadets, and almost no discipline, doesn't justify the exalted opinion I entertain of myself. And I ought to consider whether I would be qualified to hold the same position if the number was increased to 100, which may happen very soon. I am so weak in body and in resolution, that my strivings after a better life end in mere feeling. They used to tell me (May God forgive them!) that I had a bright mind; but if such was the case, its brightness must have grown dim with rust of inactivity and sensuality; for now it never gives out a single flickering ray. During the year before this last, stirred to action by the example of King (an L. S. U. alumnus), I used to derive some advantages from the opportunities presented me for study and self-culture; but since his departure in December, 1874, my time has been passed in idle day dreaming, and without a struggle, I have allowed a restless vacancy to take possession of my mind. Cut off by poverty and long habitude from any social intercourse with the people of B. R., I have not even the consolation to know that those hours which ought to be given to study are taken up in communing with my fellow men. But after all, is it well to be constantly harping upon and thinking about my own shortcomings? Would it not be infinitely better to let ego take care of himself for a while, and devote my energies to making those happy around me?

The character of Professor Boyd is typified by the following "observations" recorded in his diary:[88]

1. Never talk of the shortcomings of one cadet to another.
2. Never betray any one's confidence by divulging in open conversation, what has been told me officially, and, as it were, sub rosa.
3. Never be pertinacious when you feel yourself to be in the wrong.
4. In conversation with others, never introduce your own affairs unless asked to do so.
5. Never give a man advice unasked about his own profession.
6. Never meddle with matters of which you are ignorant.
7. Be reproved graciously and try to profit by the reproof.
8. In all consultations with others concerning matters of business, be sure that you have all the points in your head, and never end until you have gained all desired information on every one of them.
9. Never speak or write in such manner as to convey to others the impression that you are boasting of what you have done.
10. Try to make a habit of never leaving a difficulty unsolved.
11. When you feel too unwell to work, be right sure, before you leave off working, that it is not all laziness.
12. Try to make circumstances serve your purposes: above all never become their slave.
13. Before sinning, remember that, though you may repent of your transgressions and mend your ways, yet you cannot get rid of their effects.

[88] *Ibid.*, Feb. 13, 1875.

14. It is better to make a tenth of a resolution and keep it, than to make a whole resolution and keep nine-tenths of it.

Professor Boyd knew few young ladies during the first two years of his life as a member of the University faculty,[39] but in the spring of his third year in Baton Rouge, he began to widen his acquaintances. It was in March, 1876, when he met Miss Annie Fuqua, the daughter of Colonel J. O. Fuqua, whom he later married. The introduction to the Fuqua family was made by Dr. A. D. Buffington, a young physician of Baton Rouge. The young Commandant of Cadets tells the story of the introduction in these words:[40]

This afternoon I was introduced by Dr. A. D. Buffington to the ladies at the house of the late Colonel J. O. Fuqua. Miss H. F. (Hattie Fuqua) is the lady I have been so anxious to meet, having heard such glowing accounts of her from various sources. The Dr. left me very little opportunity to judge whether she has been over-rated; but I am rather inclined to think not. All the ladies are so pleasant, that it is hard for one to give the palm to any; one thing is certain, they all surpass any ladies I have hitherto met in Baton Rouge—not only in beauty, but in intelligence and culture. There are four of them: Miss Foules, sister of Mrs. Fuqua from near Natchez, Miss Boatner, cousin of the Misses F. from near Catahoula Lake, and Col. F.'s two daughters, Hattie and Annie. Miss Annie F. is still a

[39] *Ibid.*, Feb. 11, 1876.
[40] *Ibid.*, March 24, 1876.

school girl; but the others had better look to their laurels, or she will surpass them all. Miss Foules is a large fine looking woman, highly accomplished in all the female arts, both useful and ornamental, and would be a prize in the matrimonial lottery to some bachelor of 25 or 26. Matured ladies from 24 to 27 are much more entertaining to me than those of sweet sixteen; but I suppose I must be a great bore to them. My acquaintance among the ladies of Baton Rouge is now as extensive as I wish it to be. I attempted an entrance into social life a few weeks ago with the object of becoming acquainted with one or two families into whose magic circles I might gradually gain admittance as friends; so that whenever an evening was without its allotted task, I could spend it in free and easy visiting. I cannot, dare not, acquire a fondness for the empty round of gaieties, which make up the diversions of modern society. It is too dangerous pleasure for a man whose position and fortune are not yet assured; and too idle a pastime for any man of sense. I have reached the first point in the goal of my wishes; time only is requisite for my acquaintance to ripen into friendship, or decay into enmity, whichever it may please fortune to prefer for me. As to the latter, it is better to know your enemies than to know nobody at all.

And in the life of Professor Boyd Miss Annie Fuqua did surpass them all! From the day Professor Boyd met Miss Fuqua, his monotonous life at the University was transformed. Horseback rides, long walks, croquet games, crawfishing, boat rides on the Mississippi River, picnics, social gatherings, sugar mill parties, and dances filled the leisure hours of the

Professor who a year before had been so lonely.[41] These frequent associations with Miss Fuqua soon led to their engagement. The city was "all aglow now with parties and social gatherings of one kind or another."[42] Professor Boyd eagerly engaged in the social activities, but he realized that he should continue his study. It seemed difficult for him to do both:[43]

> Life in Baton Rouge vibrates between two extremes. If you wish to do any studying at all, you must cut yourself off from all society; and then in the intervals of work you are indescribably dull; and if you try to be a social being to ever so small an extent, you are drawn into a round of entertainments and parties so continuous as to futilize every effort at study.

His dissatisfaction with himself and his eagerness or impatience to engage in something more exciting than acting as commandant to a handful of cadets is shown in the following:[44]

> This day, like so many others, has passed fruitlessly away; and yet I seem always to be doing something. The truth is that I do things in such a listless absent-minded way that twice as much time is expended as is necessary; and, then too, minute after minute, often hour after hour, is passed in dreaming of what I intend to do in the future. Surely when a young man

[41] *Ibid.*, April 15, 1876; April 27, 1876; May 6, 1876; May 13, 1876.
[42] *Ibid.*, May 18, 1876.
[43] *Ibid.*, April 10, 1876.
[44] *Ibid.*, April 12, 1876.

reaches his twenty-second year, he ought to begin to grapple with his chateaux en Espagne.

Despite his apparent pessimism regarding his future at the University, Professor Boyd was much interested in the welfare of the institution. He realized that its fate depended largely on the success of the Democratic party in Louisiana in the election of 1876. The following statement recorded after the adjournment of the State Democratic Convention, held in Baton Rouge in July, 1876, indicates the concern he felt for his Alma Mater:[45]

> . . . If the Democrats carry the next election, we are all right; the agl. College will be sent here (from N. O.); or provision will be made for at least half of the old number of beneficiaries. If the Radicals prevail, it is futile to attempt to conjecture what will be their policy. It can hardly be expected that the present state of affairs can run on forever, Democrats controlling one of the Public Institutions, while Republicans govern the state. They will not, I suppose, break up the school, but by funding the Seminary bonds and appointing 3 or 4 negroes to draw the $6,000 interest, the Univ. as such would indeed be dead.

Professor Boyd cast his first ballot November 7, 1876, voting for Tilden and Hendricks, Nicholls and Wiltz, and the entire Democratic ticket.[46] Fortunately for the University, the Democrats in Louisiana

[45] *Ibid.*, July 27, 1876.
[46] *Ibid.*, Nov. 8, 1876.

were successful, and after the famous Hayes-Tilden controversy, in which Louisiana played such a prominent part, was settled, Nicholls was recognized as Governor of the State and peace and order were once again restored.

Meanwhile, for some unknown reason Miss Fuqua and Professor Boyd had broken their engagement, though it was quite clear that the latter was still very much in love with her. This unhappy experience and the discouraging University situation caused him to decide to return to his home in Virginia. He felt he was leaving Baton Rouge forever. His regret at leaving a place where he had made so many friends in the four years he had been a member of the University faculty was expressed in the following words:[47]

> I leave B. R. with mixed feelings of sorrow and regret on the one hand; and joy on the other. I should rejoice to leave a place where I have wasted so many years of my life, and in which I could but continue to waste them; yet it is impossible to leave without sorrow the numerous kind friends, who have treated me with a consideration far beyond my deserts, or to look back without a sigh of regret upon the long months of joyous living and loving done in this town. Apart from the one who has so long held me a willing slave, there are some ladies in B. R. for whom I have the highest regard, and whose friendship I value more than that of any one else not a relative.

[47] *Ibid.*, Sept. 9, 1877.

Then Bourgeois, Deslattes and I have become such firm friends, that I dislike the idea of separation. It is fortunate for Miss Annie Fuqua that I go away before she returns.

No reason was given as to why his friendship with Miss Fuqua should have been marred in any way. Evidently he felt that he had been at fault for he secured the promise from one of his friends, Miss Eliza Burke, that she would "mediate between Miss A. and me."[48]

A plan to merge the A. & M. College in New Orleans with the University brought on a bitter fight during which Colonel David F. Boyd, who was the prime advocate of the plan, made many enemies. The New Orleans delegation in the Legislature opposed the measure providing for the merger, and there were other enemies of the University who did not favor the plan. For a time it looked as if the proposal would be defeated outright, and even were it to be approved by the Legislature there was considerable doubt as to whether or not the chief executive would sign the bill.

Those were indeed dark days for the University, as gloomy as any during the "carpetbag" regime. The charge was made that Louisiana State University had not merited continued state support by reason of its

[48] *Ibid.*, Sept. 11, 1877.

decreased enrollment (caused by lack of funds to provide for students), and that Colonel David F. Boyd was advocating a merger of the two institutions because he knew it was the only plan to get support for the University.

The measure providing for the merger, however, was approved in 1877 by the Legislature and the Governor. Thereupon David Boyd immediately tendered his resignation.[49] But the fight directed against the merger did not end with the approval of the measure unifying the two institutions. An injunction was secured by opponents of the plan restraining the State Treasurer from paying any funds belonging to the A. & M. College to any one except the old A. & M. Board.[50] It was therefore problematic as to whether or not the newly merged institutions could open that fall, 1877. Several persons, including Professor Boyd, signed a pledge stating that if elected professors they would demand "no pay from the state in the event of the injunction going against them."[51] But the injunction was dissolved, and the fight was dropped. The merged institutions opened October 5, 1877, under the name and title of

[49] *Louisiana State University and Agricultural and Mechanical College Catalogue*, 1881, 4.
[50] *Boyd's Diary*, Sept. 7, 1877.
[51] *Idem.*

"Louisiana State University and Agricultural and Mechanical College."

Because of the uncertainty of the University's future, the new Board, named by Governor Nicholls under the provisions of the measure calling for the merger, did not appoint either a President or a faculty for the University until after the institution had opened.[52] Commenting on this unusual procedure, Superintendent Boyd stated in his report to the Board of Supervisors, February 22, 1878:[53]

> The Board of Supervisors, the public, and the Legislature, should please bear in mind that we opened the school *first* and *organized* it afterwards; that *students were actually* here and recitations going on before President or Professors were appointed.

David Boyd was named President and Professor of Engineering. Three others, with the President, constituted the faculty as follows: Richard S. McCulloch, Professor of General and Agricultural Chemistry; J. W. Nicholson, Professor of Mathematics and Mechanics; and William C. Wilde, Professor of Languages.

David Boyd continued as president until July 4, 1880, though throughout this three-year period,

[52] *Report of the President of the Faculty to the Board of Supervisors of the Louisiana State University and Agricultural and Mechanical College*, Feb. 22, 1878, 37. (Cited hereafter as *Boyd's Report to the Board.*)
[53] *Idem.*

1877-1880, he seemed to feel that his resignation was inevitable.

With the idea that his connection with the institution was to be severed soon, David began making plans for the future. He rented quarters in Ellicott City, Maryland, with the view of opening a private military school there in September, but as he was still occupied with the affairs of the University, he asked Thomas to go to Maryland to open the school. The latter found the plan impracticable because of the high cost, and he transmitted his opinion to his brother, but the latter wired impatiently: "Open school anyhow, somehow. Be at St. Clements' yourself Friday and stay there."[54] Thomas lingered in Ellicott City for a week and receiving no further instructions from David returned to Virginia. He stayed in Alexandria for five weeks, then went to Wytheville.[55]

Thomas remained in Virginia during the rest of the session of 1877-1878, while David continued as president of the University, occupied largely with looking after the details incident to the merging of the two institutions and settling his own affairs in Baton Rouge. But by the end of the session, the situation at the University had improved consider-

[54] *Boyd's Diary*, Nov. 8, 1877.
[55] *Idem.*

ably, the Board had reelected David president, and Thomas was named Commandant of Cadets and Professor of Drawing at a salary of $1,000 a year, a position similar to the one he had held previous to the merger of the two schools. His letter of acceptance, addressed to W. H. Goodale, Secretary of the Board of Supervisors, follows:[56]

> Your favor of the 19th inst., informing me of my election to the position of "Commandant of Cadets and Professor of Drawing" in the La. State University and A. & M. College, was duly received.
>
> With many thanks to the Honorable Members of the Board for the honor they have done me, I accept the position, and will endeavor to discharge its duties to the best of my ability.
>
> Very respectfully.
> Your obedient servant,
> Thomas D. Boyd.

Thomas returned to Louisiana almost immediately because he "was still madly in love with Miss A. F. (Annie Fuqua); and wanted to be near her, so that, if possible the differences which had caused the breaking of our engagement during the summer might become reconciled."[57] So he set out for Baton Rouge, as he stated, "to work for nothing but my board."[58] The reconciliation must have been quickly

[56] *Boyd to Goodale*, Aug. 2, 1878, Boyd MSS.
[57] *Boyd's Diary*, Aug. 26, 1878.
[58] *Idem.*

effected. Miss Fuqua was teaching in the family of James McCullen, and the young Commandant was "soon on the old footing of a quasi engagement with her—more madly and desperately in love than ever."[59]

Because of the dreadful yellow fever epidemic which swept the lower Mississippi valley in September and October, 1878, the opening of the University was postponed until late in the fall. The disease was raging in New Orleans and Baton Rouge, and needless to state, the minds of the people were centered on one thing—the dreaded peril. When the day for the opening of the University arrived, instead of the 300 students expected before the epidemic, only one cadet appeared.[60] The disease, which made its appearance in Baton Rouge in a few isolated cases in late September, by October 22 had fatally stricken 139 and the number of cases totaled 2,313.[61]

On account of the delay in the opening of the University, Thomas accompanied a group of friends to Louisville, Kentucky, going thence to his home in Wytheville where he spent a few days before returning to Louisiana.[62] The University opened November

[59] *Idem.*
[60] *Ibid.*, Oct. 5, 1878.
[61] *Ibid.*, Oct. 22, 1878.
[62] *Ibid.*, Sept. 4, 1879. A day by day entry in his Diary was not always made by Colonel Boyd; instead, he frequently summarized in a single entry what had taken place during the time he had neglected to keep a daily record.

18, with six students.[63] Only three faculty members, including the two Boyds, were present.[64] But by January 1, the day on which Thomas officially assumed his duties as Commandant, the enrollment had grown to thirty-three cadets and twelve non-military students. From that day on the increase was rapid, and by the end of the session of 1878-1879 the number totaled 189.[65]

Although Colonel David F. Boyd had been duly elected superintendent by the new Board of Supervisors, there was still considerable opposition to his administration, fomented to some extent by the disgruntled factions who had opposed removal of the A. & M. College to Baton Rouge, and by others who, for several years, had been opposed to his determined policy. There was dissatisfaction in the faculty because of the poor salaries paid professors, and the frequent failure of the University to meet salary payments. The Superintendent received only $2,500 and J. W. Nicholson, Professor of Mathematics, $1,500 a year. There were eleven on the faculty including David F. Boyd. The general unsettled conditions

[63] *Idem.*
[64] *Idem.*
[65] *Idem.*

also caused a revival of the controversy concerning the removal of the institution to its original domicile near Alexandria, which David himself contemplated sponsoring, more, as he wrote his brother, "to scare people" than for any other reason.[66]

One of the difficulties encountered by the University, until it was old enough to have its own alumni on the Board of Supervisors, was that the Board consisted largely of men unfriendly to the institution who sent their sons out of the State to be educated and who did not cooperate in promoting the growth and development of the University. In the best interests of the institution, therefore, David Boyd found it necessary to seek the appointment of favorable members of the Board and often he was drawn into state politics.[67] The bitter discussion also on the "Louisiana Protestants vs. South Louisiana Catholics" tended to add fuel to the flames.[68] Under the circumstances, it was difficult for David to keep from being drawn into the many controversies.

The task of administering the disciplinary regulations of the University was in itself a tremendous responsibility for the young Commandant, but the

[66]David F. Boyd to Thomas D. Boyd, Nov. 20, 1880, Boyd MSS.
[67]*Ibid.*, Jan. 25, 1880, Boyd MSS.
[68]*Ibid.*, April 4, 1880, Boyd MSS.

increasing opposition to David Boyd made it doubly difficult for his brother to perform his duties without encountering serious problems. At one time the vice-president of the Board of Supervisors tried without success to have him dismissed on the ground that he was too harsh with the cadets and violently hated by them.[69] The Commandant heartily disliked his odious duties.

Lieutenant Mitchell F. Jamar in April, 1879, was detailed by the War Department as the first regular army officer to become Professor of Military Science at the University, but Thomas Boyd continued to perform the duties of Commandant until the fall of 1879, when he became discouraged and resigned his position. The positions of Commandant and Professor of Military Science were then combined.

Upon resigning as Commandant, Thomas Boyd was presented by the cadets with a watch as a mark of the esteem in which he was held by them.[70] Stanhope Jones was selected by his fellow cadets to make the presentation which he did in the following words:[71]

> The presenting to you this slight memento of our esteem, has by the selection of my comrades devolved upon me, and

[69] *Boyd's Diary*, Sept. 14, 1879.
[70] *Memorandum*, Boyd MSS.
[71] Boyd MSS.

while I am highly complimented by their consideration, I feel that I am poorly qualified to appropriately fill this position and do justice to the sentiments of my fellow cadets.

In bestowing of this little token, we wish to show you, that we appreciate your kind and indefatigable efforts in behalf of our welfare. Though upon occasions discipline has appeared severe, yet, in the calm tide of afterthought we have invariably been compelled to see the wisdom and justice of your decisions. Now that our hour of parting has come we would have you leave, feeling that the best wishes of each of us will follow you always, and that it is our hearty and earnest desire that your path in life shall be one to happiness, prosperity, and honor.

The presentation paper was signed with the names of the following cadets:[72] J. C. Lewis, G. C. Conway, C. L. Pullin, B. C. Robertson, Leon Levi, W. W. Hayden, D. R. January, E. E. Wood, S. H. Liberman, A. N. Hynson, O. O. Andrews, H. M. St. John, Leon Keiffer, N. Wade, E. P. Thibodeaux, J. G. Trimble, F. E. Trimble, B. Laplace, H. S. Chenet, H. E. Haller, J. Gibson, J. Oury, W. Hanson, C. S. Schaefer, T. E. Grace, Jr., J. L. Bourgeois, G. D. Locoul, E. A. Pike, J. T. Bringier, L. P. Conner, Jr., Stanhope Jones, E. D'Aquin, Wm. Polk, Jr., P. P. Hickman, C. E. Jenkins, A. B. Colomb, R. L. Randolph, R. W. Tyler, C. A. Kent, W. S. Vincent, J. Ariail, C. H. Tabor, C. W. Kennedy, A. I. Lasseigne, T. H. Roger, A. F. Lepine, T. B. Bothick, J. D. Bothick, J. L. Danbreun,

[72] *Idem.*

G. Witherspoon, G. Selman, D. P. Selman, C. E. Wooton, M. P. Robertson, H. Gass, Charley Wood, W. H. Sims, C. Wilmott, R. H. Parsons, W. B. Kelly, M. A. Potthoff, T. W. Walsh, J. A. Williams, G. R. Fox, K. L. Carnal, E. H. Randolph, ex-cadet, A. F. Legendre, Soloman Levi, J. J. Parmiter, W. W. Battle, S. W. Ramsey.

His resignation took effect November 1, and from that time until January 23, 1880, he remained in Baton Rouge unemployed.[73] In January he went to New Orleans,[74] where he remained until April 12, at first working to prevent the Board of Supervisors, which met in February, from taking sides against David Boyd in the fight he was making against Lieutenant Jamar whom he did not consider the proper man to serve as Commandant.[75] The Superintendent won out over Jamar,[76] and, "after less than a year's service," he was removed by the War Department.[77] Subsequently he was allowed to return and remain about six months when he was again summarily removed.[78]

[73] *Boyd's Diary*, Sept. 12, 1880.
[74] *Idem.*
[75] *Idem.*
[76] *Idem.*
[77] *Report of the Board of Supervisors of the Louisiana State University and Agricultural and Mechanical College to the General Assembly of the State of Louisiana*, 1882, 10. (Cited hereafter as *Report of the Board of Supervisors.*)
[78] *Idem.*

But the fight against David Boyd was renewed with vigor during the session of the Legislature, and Thomas returned to Baton Rouge to watch his brother's enemies draw closer and closer the noose which was shortly to strangle, temporarily at least, the Superintendent's hold on the institution.

CHAPTER IV

Changes in the Presidency

BEFORE Louisiana State University was merged with the Agricultural and Mechanical College in 1877, it had a small enrollment, few faculty members and a small maintenance fund. It was so small, in fact, as not to merit the attention of state politicians. The position of president was one of great responsibilities with small remuneration. There were few who desired the place. But after the merging of the two institutions the University came more into public notice. The student body enlarged rapidly, and appropriations became more and more generous. It was natural then that the institution which a few years before had been unnoticed should claim more attention as its prestige grew.

State politicians now began to meddle in the affairs of the University. The fight against the institution, which had been started with the move to combine the Agricultural and Mechanical College with the University, was renewed in the constitutional convention in 1879, and President Boyd had to face a hostile

Committee on Education whose chairman had the single idea that Louisiana State University would destroy the University of Louisiana in New Orleans.[1]

The opposition to David Boyd continued to grow, and when the Legislature convened in 1880, a bill was introduced by W. W. Leake of East Feliciana Parish "to reorganize the Louisiana State University and Agricultural and Mechanical College."[2] Its purpose obviously was to give complete control of the Board of Supervisors to the newly inaugurated Governor, Louis A. Wiltz, who, like Senator Leake, was opposed to the Boyd administration. President Boyd had been charged with the mismanagement of the funds of the University, and a Joint Committee from the House and Senate was appointed to investigate the "general and financial conditions" of the institution.[3] The Committee evidently was named too late to make its report before adjournment of the Legislature as no record of its findings is available.[4]

The Leake bill was approved, and Governor Wiltz, by virtue of the authority thus granted, reorganized the Board of Supervisors at its July meeting in 1880, which subsequently dismissed all the members of the

[1] *Recollections.*
[2] *Official Journal of the Senate of the State of Louisiana,* 1880, 203.
[3] *Ibid.,* 207.
[4] But the Committee later reported, according to Colonel Thomas D. Boyd, that David Boyd's accounts were "scrupulously correct."

faculty including President Boyd. All of the faculty members except Boyd and William Markham, the Treasurer, were re-employed by the Board that had just asked for their resignations.[5] Thomas D. Boyd was appointed Professor of English and Instructor in the Preparatory Department by the new Board.

David Boyd spent a part of the session of 1880-1881 in settling his affairs at the University after which he opened a private "military school for boys and young men" at Locust Dale in Virginia. He remained there a year, but the school proved unsuccessful and he removed to Greenwood Depot, Virginia, where he started a similar school, but it was also a failure. In October, 1883, he was elected president of the Alabama A. & M. College which later became the Alabama Polytechnic Institute.

The Board was determined to secure the best qualified man it could find for the presidency of the University. The position was offered to Colonel Samuel H. Lockett, who had served as a member of the University faculty before and after the War Between the States, in which he had distinguished himself as an engineer. He refused the offer, whereupon the Board, October 4, 1880, elected William Preston Johnston, only son of the celebrated Albert Sidney

[5] *Recollections.*

Johnston. Johnston had served during the war as military attache to Jefferson Davis and at the time of his election was Professor of English and History at Washington and Lee University.

Colonel Johnston was a well-educated man, of a refined temperament, but he did not succeed very well as head of the University. He soon became involved in political entanglements and it became only a question of time when he would be forced to resign.[6] He felt that Thomas Boyd, being the brother of David Boyd, was an enemy, and he sought to have the Professor removed from the faculty. Professor Boyd proved to be the stronger in the contest that ensued, and he was retained by a majority of one vote of the Board.[7]

For a time the feeling between Colonel Johnston and Professor Boyd was decidedly unfriendly. On one occasion, the President offered to shake hands with Professor Boyd, but the latter refused the proffered hand, saying that he would cooperate with the administration in any way possible in his official position, but that he would not shake hands with a man who regarded him as an enemy.[8] The Professor was polite in his intercourse with the President, but he never sought favors of Colonel Johnston as did

[6] *Ibid.*
[7] *Ibid.*
[8] *Ibid.*

some of the faculty members, and when Colonel Johnston left the University, he called Professor Boyd into his office and said:[9]

> I have the utmost respect for you, sir. You refused to "lick my boots" as some of these men have done only to knife me behind my back, and today, I consider you one of the best friends in the University. I want you to shake hands with me as a friend.

The two men parted as friends. After Colonel Johnston left, Boyd became Professor of History and English Literature, the position held by President Johnston, in addition to the presidency.

Johnston resigned in 1883 to become president of the Tulane University of Louisiana, which had been organized to give him the position of president.[10] It came about in this way. Senator Randall Lee Gibson and Colonel Johnston were intimate friends, the two having served together in the War Between the States, the former under the latter's father. When Senator Gibson saw that Colonel Johnston could no longer remain at the head of the University because of political difficulties, he visited the wealthy Paul Tulane, a retired merchant of New Orleans, then living in New Jersey, and persuaded this philanthropist to endow in the city of New Orleans a college

[9] *Ibid.*
[10] *Ibid.*

to be named for him. Gibson was Tulane's attorney and he became the first president of the Board of Administrators. He then used his influence to elect Johnston president.[11]

Many years later, in 1897, Johnston proved his friendship for Thomas D. Boyd by having Tulane University confer upon him the honorary degree of doctor of laws.

It was during Johnston's administration that Professor Boyd was rewarded for his years of devoted courtship by Annie Fuqua's definite promise to become his wife. The couple were married March 15, 1882. He had courted her for five years and he always blessed the day that she gave him her promise. She became the inspiration of his life.[12] He always took her into his confidence, never considering a question of serious moment without first seeking her advice, and she soon became his guiding spirit in the days when he was burdened with heavy responsibilities and when his hand was much less experienced than it grew to be in later life. Not only was Mrs. Boyd his co-worker, but she was a real companion in every sense of the word, kind and considerate, and a capable and devoted mother.[13]

[11] *Ibid.*
[12] *Ibid.*
[13] *Ibid.*

ANNIE FUQUA AT THE AGE OF TWENTY-THREE, JUST BEFORE HER MARRIAGE TO PROFESSOR THOMAS D. BOYD.

After their marriage, Professor and Mrs. Boyd spent more than a year in the Fuqua home and then moved into their own home at Government Street and East Boulevard where they lived for three years. In the fall of 1886, the couple moved into a cottage on the University campus where they lived until he accepted the presidency of the Louisiana State Normal School.

Four daughters and four sons were born to the Boyds. The sons were Thomas Duckett, Jr., Overton Fuqua, and Henry Cecil; the daughters were Minerva French, Annie Foules, and Agnes Scott, who later became Mrs. Robert C. Howell, Mrs. Wilmer M. Grayson, and Mrs. James E. Pitcher, respectively. One daughter, Jeannette Foules, and one son, David French, died in infancy. Thomas D., Jr., Overton, Annie, and Agnes were graduated from Louisiana State University. Minerva attended Newcomb College one year but married before finishing her course. Henry died while he was a junior in the University.

After David Boyd accepted the position of President of Alabama A. & M. College, his friends in Louisiana continued their efforts to have him brought back to the University. After Johnston's resignation, Colonel Nicholson was named acting president but he was busy at this time writing textbooks and, real-

izing the efforts being made to re-elect David Boyd, he resigned the presidency in 1884, after which David Boyd was appointed president by the same Board which, just four years before, had dismissed him. But conditions were far from satisfactory to him after he resumed the presidency, and he often talked of resigning.[14] His return to Louisiana, he wrote his brother, "was an error."[15]

Thomas Boyd was also dissatisfied at the University.[16] His salary was only $1,000 a year, which was barely sufficient to maintain his growing family. He felt that he was making little or no progress in life. His dissatisfaction was expressed in an entry in his *Diary*, the first he had made in almost five years, recorded November 22, 1885:[17]

> At the age of nearly 32, I find myself still drifting, rudderless, with no fixed goal in view. I soothe my conscience with the excuse that the multifarious nature of my duties at the University prevents my concentrating upon any special line of study; but I know this excuse has less weight than I give it.
>
> Today I find myself in mind irresolute, wandering, absent, drifting from thought to thought; though given to meditation, having little or no power of concentration; of very poor memory; possessed, I fear, with but a scanty fund of information, and that inaccurate and unmethodical. Though teaching

[14] *Ibid.*
[15] David F. Boyd to Thomas D. Boyd, Jan. 22, 1886, Boyd MSS.
[16] Thomas J. Boyd to Thomas D. Boyd, July 20, 1886, Boyd MSS.
[17] *Boyd's Diary*, Nov. 22, 1885.

literature, I seem to be wholly wanting in the critical faculty, the power of literary judgment.

I am not an idler, because my position forces me to be pretty constantly occupied. I am engaged in the class room six hours each day, five with my own classes in History, Logic, English Literature, Rhetoric, and English Grammar and Composition, and one hour with the Freshman Math. (owing to the temporary absence of Prof. J. W. Nicholson); and my duties as secretary require about eight hours a week. My whole time out of school is frittered away in reading over the lessons of the next day, correcting compositions and exercises, etc. I usually spend half of Saturday and Sunday at the University doing practically nothing. I do no reading outside my textbooks. Last session I had much less to do at the University; yet my outside reading was small in quantity and of little value from want of system. During the last vacation (July 5 to October 5) I did nothing but conduct the meager correspondence of the University and of the Alumni Society, send out circulars, etc., and skim over the Louisiana newspapers. Two or three novels is the extent of my reading during the period of three months.

In body, though I am never really ill, yet I find myself much weaker than I should wish to be. My weight is 120 pounds, about 15 pounds less than my average weight about five to ten years ago. Sedentary life and the use of tobacco (to which I have been addicted for ten years in its worst form—cigarette smoking) will probably account for all my bodily ailments. I have never had sufficient resolution to give up tobacco; nor to persevere in any plan of exercise designed to obviate the effects of my sedentary life. Nor will I be so foolish as to re-write here any resolve to reform in either particular. The folly of spending this beautiful autumn morning, in sede,

in writing this useless vain catalogue of faults, and the fumes of tobacco which obscure the page, would give the lie to the written words.

He strongly considered making a change and sought a position in Virginia without success.[18] He also sought the professorship of English and English Literature in the University of Mississippi which was vacant. He secured many letters of recommendations, one of which, from F. H. Farrar, a member of the Board of Supervisors, was particularly flattering:[19]

My friend, Prof. Thomas D. Boyd, who for several years past has filled with great credit to himself and to the institution the chair of "English Language and Literature," in the Louisiana State University and A. & M. College, proposes to present himself as a candidate for the vacant professorship of the same branches in the University of Mississippi at Oxford. As a member for some years past of the Board of Supervisors of our University I am in a position to judge his qualifications. I assure you that in my opinion he has few equals and no superiors as an educator in the whole South.

If he should succeed in his application, it will be a great loss to our University and a great gain to yours.

Hoping that you will lay this communication before your Board of Trustees, (to all of whom, except yourself and Gen. Martin, I am a stranger) and that you and they will give it favorable consideration, I am,

Yours truly,

F. H. Farrar.

[18] *Idem.*

[19] Farrar to Horatio F. Simrall, July 22, 1886, Boyd MSS.

Another recommendation, written by Colonel Nicholson, and addressed to Governor Robert Lowry of Mississippi, was even more complimentary:[20]

Understanding that there is, in the University of Mississippi, a vacancy in the chair of English and English Literature, I beg to recommend Prof. Thos. D. Boyd for the position. Prof. Boyd, who is the brother of the worthy president of the La. State University, graduated at this institution in 1872, and for the past six years has filled the chair of English and English Literature with distinguished ability. As a man, he is social, moral, obliging, generous, conscientious and faithful to every trust, and hence is held in high esteem by all who know him; as a professor, he is clear, accurate, progressive, industrious, profound, attractive and patient, and hence has been very successful. He has both native and acquired abilities of the highest order, which with his gentlemanly address and industrious habits, give promise of an extended progression and distinguished career of usefulness. Indeed, while he is now but 32 years old, I believe his superior as an English Scholar could hardly be found in the Southern states, and certainly his superior as a gentleman could hardly be found anywhere. We all,—faculty, students and citizens, would dislike to give him up, yet as he has the promise of a better salary, we feel that it would be unjust to him to offer any opposition to his leaving us. Furthermore, as he has consented to become a candidate for the position, we especially desire that your honorable Board should know that we most cheerfully endorse him as a teacher, a scholar, and as a gentleman.

[20]Nicholson to Lowry, July 17, 1886, Boyd MSS.

In conclusion, please suffer me to remind you that I was a member of the 12th. La. Regiment and consequently was surrendered under your command at Greensboro, North Carolina. Twenty-one years have wrought many changes, but in the midst of them all I am glad to know that your civil, like your military career, has been onward and upward. Wishing you many more years of usefulness and good health, I am,

Your friend and obedient servant,

J. W. Nicholson.

A recommendation, extolling his ability as a teacher and his virtues as a man, was written by his friend Colonel Henry M. Favrot, also a member of the Board of Supervisors:[21]

I cannot express the feelings which possessed me at the perusal of your letter. Regret, sorrow, pleasure—all disputing their sway in the heart of the writer.

Let me tell you, Sir, that I look upon you as one of the safest and steadiest props upon which rest the fortunes, fame & success of the La. State University & A. & M. College. And if your honored brother had not recalled his resignation, I have not the least doubt that his successorship would have been tendered to you. Hence my regret that you should seek employment elsewhere.

To my sons at the University you have not only been a teacher, faithful & good, a true and sincere friend, but an exemplar & adviser of all that is honorable & worthy in man. Hence my sorrow, which, I assure you is deeply felt.

[21]Favrot to Boyd, July 21, 1886, Boyd MSS. Evidently, the reference to David F. Boyd's recalled resignation was in connection with his election as Superintendent of the Royal Military Academy at Cairo, Egypt, the operation of which was discontinued because of the lack of funds.

You call upon me in most flattering terms & request me to commend you to the Trustees of the University of Oxford, Miss. for the vacant chair of English language & literature I am but little known (even) in my own state; but if the unfeigned expression of my friendship & admiration can be of any service, I most cheerfully give it. Hence the pleasure in fulfilling your request.

If it should be our misfortune to part with you, let me assure you that wherever your lot may be cast, it will be a source of great satisfaction to me to know that prosperity & happiness attend you & family.

I am, your most obt. ser. & friend

H. M. Favrot.

Other recommendations for the position were obtained from William Brown, president of the Alabama A. & M. College;[22] Congressman J. Lloyd King;[23] William H. Harris, Commissioner of the Bureau of Immigration of Louisiana;[24] Professor Leonard W. Sewell, Professor of Modern Languages and Librarian at Louisiana State University;[25] and Leon Jastremski, vice-president of the Board of Supervisors.[26]

He failed, however, to secure the appointment.

[22]Brown to Board of Trustees, University of Mississippi, July 23, 1886, Boyd MSS.

[23]King to Governor Lowry, July 22, 1886, Boyd MSS.

[24]Harris to Prof. H. M. Sullivan, July 17, 1886, Boyd MSS.

[25]Sewell to Board of Trustees, University of Mississippi, July 22, 1886, Boyd MSS.

[26]Jastremski to Board of Directors, University of Mississippi, July 21, 1886, Boyd MSS.

In the spring of 1886, through the influence of General Sherman, Congress approved a bill granting the temporary use of the old barracks buildings, later known as the Pentagon, with the 211.56 acres of ground on which the University stood before its removal to the present site, to the Louisiana State University and Agricultural and Mechanical College for educational purposes, and the University immediately began making plans to move into its new quarters. The Town Council of Baton Rouge by resolution agreed to pay all the expenses of moving the institution from the building housing the School for the Deaf, where it had been domiciled since the destruction of the old Seminary Building in 1869, to the new site. But June came, then July, then August and still no move was made by the Council to carry out its proposal. Meanwhile, President Boyd, without waiting for authority from the Board of Supervisors, had the grounds cleared preparatory to moving into the new quarters. Tiring of his efforts to get the Council to hire wagons and drays to move the equipment, he had it done himself and presented the Board with a bill for approximately $1,400 which it promptly refused to pay.[27]

It was at this time also that President Boyd asked the New Orleans artist, E. D. Fabrino Julio, to make

[27]The amount was later paid by the Board in full.

for the University a copy of his original painting representing the last meeting of Lee and Jackson which he had done for the Washington Artillery of New Orleans. When the painting was completed and the University was presented with a bill for $2,000, the Board refused to pay it, contending that President Boyd had acted without authority in ordering it, whereupon the latter paid the amount himself and presented the painting to the University.[28]

Disgusted with all these matters and feeling that his usefulness as head of the institution had ceased, President Boyd resigned in December, 1886, but he remained in the University as Professor of Engineering until the July meeting of the Board of Supervisors in 1888.

David left Louisiana in June, 1888, and became Superintendent of the old Kentucky Military Academy at Farmdale near Frankfort. He remained there until March, 1893, when the school was compelled to close after supplies could no longer be brought from Frankfort because of the severe winter weather. From 1893 to 1895, he was connected with the Germantown Military Academy at Germantown, Ohio, and from 1895 until 1897, he was connected with the Michigan Military Academy at Orchard Lake. But David Boyd was never satisfied in the

[28]The painting is now hanging in Hill Memorial Library.

North and longed for the South where he had lived most of his life. When W. H. Goodale, Professor of Philosophy and Civics and Secretary of the Board of Supervisors, was accidentally killed in 1896, shortly after Thomas D. Boyd became president of the University, David Boyd was appointed to fill the vacancy. Professor Goodale, who was enthusiastic about bicycle riding, which was then a fad in this country, was killed in an unusual accident. He was riding on Main Street in Baton Rouge during the Christmas holidays in 1896, when a wheel of his bicycle was caught in a wagon rut and he was thrown head first into the street. At first he did not seem badly hurt, apparently sustaining only a broken leg, but a few days later he died from internal injuries. After Professor Goodale's death, President Thomas D. Boyd asked the Board to name his brother to the position thus made vacant. David Boyd returned to Louisiana in January, 1897, and remained with the institution until his death in 1899 at the home of Thomas D. Boyd.

Chapter V

Stepping Aside for his Brother

WHEN DAVID BOYD resigned his position, Governor Samuel D. McEnery, acting upon the unanimous recommendation of the Executive Committee of the Board of Supervisors, appointed Thomas Boyd president *pro tempore* of the University.[1] The latter immediately conferred with David who advised him to accept the position as he, David, was no longer a candidate for the presidency.

Assuming active control of the institution, the new President secured the appointment of B. B. Ross of the Alabama Agricultural and Mechanical College as Professor of Chemistry upon the recommendation of Dr. W. C. Stubbs, who had left the professorship at the Alabama institution to become head of the Agricultural Department of Louisiana State University. Professor Ross remained with the University until 1894, when he accepted a dual position at Auburn under the joint control of the United States Department of Agriculture and the Alabama Polytechnic Institute.

[1] *Recollections.*

Meantime, politics reappeared in the Board of Supervisors when a heated discussion arose over the distribution of the money derived through the passage of the Hatch bill. The Board was divided over the question of whether all the money should be spent on an experiment station at the University or whether a part should be used in maintaining experiment stations over the State. The group advocating the latter proposal prevailed and an experiment station was established at Audubon Park, one at Calhoun, and one at the University.

When the Board of Supervisors met April 4, 1887, David Boyd submitted a letter to the Board requesting the withdrawal of his resignation as president. On the following day, Thomas D. Boyd was nominated for the permanent presidency, and he was told that it was the unanimous wish of the Board that he should accept. Knowing, however, that his brother was seeking the place and that the use of his own name would jeopardize David's chances of being appointed, he declined to allow his name to be used.[2] The Governor then asked if he would consent to hold the position until the July meeting of the Board. He again declined,[3] stating that under no circumstances would he allow himself to be a candidate for any

[1] *Ibid.*
[2] *Louisiana State University Catalogue*, 1877-88, 6.

position which his brother desired.[4] While the Board was deliberating upon the appointment of a president *pro tempore* to serve until July, Colonel Favrot was stricken with apoplexy and the Board adjourned after referring the presidential matter to the Executive Committee. Colonel Favrot was taken to the home of Thomas Boyd on the campus, whence he was removed to the home of his kinsman, Dr. L. F. Reynaud, where a few days later he died without regaining consciousness.

The death of this influential member of the Board and friend of the Boyds tended to lessen David Boyd's chances of reappointment and since Thomas steadfastly refused to permit his name to be used, Colonel Nicholson, as senior member of the faculty, was placed in charge of the institution as acting president until the meeting of the Board of Supervisors in July, 1888, when he was named permanent president, which position he filled until July, 1896.

Professor Boyd was keenly disappointed over the fateful circumstances which prevented his realizing a great ambition when the position was within his grasp. Writing eleven years later to Edwin L. Stephens, an intimate friend, concerning the second offer of the presidency of Louisiana State University,

[4] *Recollections.*

which came while he was head of the Louisiana State Normal School, he stated:[5]

> . . . Strange irony of fate that ten years ago when it was my highest ambition to hold the presidency of the State University, the glittering prize slipped through my fingers, and that now, when I do not want it, it should be offered me.

But his unselfish attitude regarding his brother was typical of the great devotion he had for one who had manifested, on numerous occasions, an equally self-sacrificing nature.

He resumed his former position of Professor of History and English Literature, but he was not satisfied and again began to seek another place, applying for the presidency of the Arkansas Industrial Institute, now the University of Arkansas. Again he secured the highest recommendations, including one from Governor McEnery to Governor Simon P. Hughes of Arkansas,[6] and another from William Preston Johnston, President of Tulane University.[7] Long after the application was made and had almost been forgotten by Professor Boyd, he was notified to report to the Board of Trustees at a meeting to be held in Little Rock. Stopping over for

[5]Boyd to Stephens, July 12, 1896, Boyd MSS.
[6]McEnery to Hughes, July 23, 1887, Boyd MSS.
[7]Johnston to Board of Trustees, Arkansas Industrial Institute, Nov. 19, 1887, Boyd MSS.

a day in Helena where a classmate, Robert W. Nichols, introduced him to a member of the Board, he went to Little Rock appearing before the Board with two other candidates for the position.[8] After a lengthy interview with the Board, he was informed that it had been decided not to elect a president at that time.[9] Later, he was told confidentially that the Board felt the other two candidates were not suitable and that it considered him too young to be placed at the head of the institution.[10]

Some years afterwards when Professor Boyd had become president of the State Normal School at Natchitoches and the presidency of the University of Arkansas had again become vacant, he received a letter from a member of the Board of the Arkansas institution asking whether he would allow his name to be presented to the Board. President Boyd replied that he was well satisfied with his work at the Normal School and did not wish to make a change.[11]

Professor Boyd remained at the University as Professor of History and English Literature until the end of the session of 1887-1888, when he resigned to become President of the Louisiana State Normal

[8] *Recollections.*
[9] John W. Kerser to Boyd, Feb. 10, 1888, Boyd MSS.
[10] *Recollections.*
[11] *Ibid.*

School. In accepting his resignation, the Board of Supervisors adopted the following resolution:[12]

Resolved, that in accepting the resignation of Prof. Thos. D. Boyd we do so with the full sense that the La. State University and Agricultural and Mechanical College is losing the services of a most valuable officer and that our loss can only be measured by the great gain which the State Normal School at Natchitoches has received in securing the services of so effiicient a professor. His connection with this institution for the past 20 years has endeared him to all interested in its welfare, and we feel satisfied that we cannot refill the chair of "History and English Literature" by one who will add so much to the future success of the University as has been its good fortune to secure in the past.

As an expression of regret over his resignation from the University and as a token of the high esteem in which he was held by the students, the cadet corps again presented him with a gift, a gold-headed cane, at the commencement exercises in June.[13] The presentation was made by Cadet George K. Favrot[14] in behalf of the cadet body.

[12]W. H. Goodale, Secretary of the Board, to Boyd, July 4, 1888, Boyd MSS.

[13]*Daily Picayune*, July 5, 1888, 1.

[14]Afterwards District Judge of the 22nd Judicial District of Louisiana, 1904-1907; Member of Congress from the Sixth District of Louisiana, 1907-1909 and 1921-1925; and still later District Judge of the 19th Judicial District of Louisiana, 1926-1934.

Chapter VI

Developing the State Normal School

THE OFFER OF the presidency of the Louisiana State Normal School came as a surprise to Professor Boyd. Dr. Edward E. Sheib of Baltimore, who had served as head of the institution since its establishment in 1885, had resigned in the spring of 1888. Dr. Sheib, who had studied for eight years under some of the most learned men of Germany and who was regarded as a brilliant scholar, had found it impossible to carry out his ideas of teaching "education to educated people."[1] The Board of Administrators directed its president, Judge David Pierson of Natchitoches, to select a president to replace Dr. Sheib. Among the persons Judge Pierson consulted was Judge William A. Seay of Shreveport, who recommended his friend, Thomas D. Boyd, for the position.[2]

Professor Boyd was giving an assignment to the senior class in history when Judge Seay, accompanied by Judge Pierson, walked into his classroom. After

[1] *Recollections.*
[2] *Ibid.*

introducing his companion, Judge Seay announced that Judge Pierson had come to Baton Rouge to offer Professor Boyd the presidency of the Louisiana State Normal School.[8] Judge Pierson then asked Professor Boyd to accept the place. The latter explained that he knew nothing about normal schools and therefore felt a hesitancy in accepting the position, especially following such a distinguished man as Dr. Sheib. Judge Pierson answered his objection by stating that the Board wanted a man who knew less about normal schools and more about the people and conditions in Louisiana. Professor Boyd said that he would not apply for the position, though if he were elected he would accept it, but with the distinct understanding that he knew nothing about normal schools.

Professor Boyd was thirty-four years old when he assumed the presidency of the State Normal School. In the prime of life, he set out to make a success of the undertaking regardless of the fact that he knew "nothing about normal schools." His path, however, was beset with greater difficulties than even he had anticipated.

President Boyd found himself in an untried field, faced with problems the solution of which would have taxed the skill and ingenuity of an experienced

[8] *Ibid.*

administrator. His faculty, which had been appointed before his election as president of the school, was torn with factional strife and discord. Moreover, the Legislature had reduced the appropriation for the institution from $13,000 a year, which his predecessor had declared was inadequate, to $8,500 after the salaries of the faculty had been fixed. The buildings were badly in need of repair with no money to repair them, and the water supply was inadequate for the needs of the school. The difficulties he encountered in dealing with a disgruntled faculty and in meeting salary payments were summarized by the young President in the following words:[4]

When your Honorable body did me the honor to elect me to the Presidency of the Louisiana State Normal School, in July, 1888, the outlook for the school was gloomy in the extreme. It had just emerged from a bitter contest between the President and the Board of Administrators, in which the faculty, the students, and the outside public had taken part. This strife, carried on through two sessions, had well nigh sapped the foundations of the infant State Normal, though they had been skillfully laid by my able predecessor, Dr. Edward E. Sheib. Moreover, the General Assembly, which was just closing its session, reduced the appropriation from $13,000 per annum for the two years ending June 30, 1888, to $8,500 per annum for the two years beginning July 1, 1888. And a large part of this reduction was made after your honorable body had selected the

[4]*Report of the State Normal School to the General Assembly, 1894.*

corps of teachers for the coming year and fixed their salaries. Thus I found myself, in an untried field, confronted with the problem to carry on with an income of $8,500 per annum, a work planned for an expenditure of $13,000 per annum, and to evolve from the chaos of antipathies engendered by a struggle of which I knew little, an institution that would supply the needs and satisfy the demands of the people of Louisiana. And such were the restrictions placed upon both the state appropriation and the donation from the Peabody Fund, which has generously supplemented the State appropriation ever since the school was founded, that although I found the buildings in great need of repair, I could not even replace a window pane blown out by a storm, without feeling that I was infringing the law. I concluded that the task before me was four-fold:

(1) To win the confidence of the people of Louisiana; (2) to bring about harmony in the faculty; (3) to make the instruction as thorough as possible in all departments; (4) to advance the grade of scholarship in the Normal Department without materially diminishing the amount of professional training required for graduation.

The new President was expected to be "the master spirit to soothe and quiet the disorders of the school and to make of it what had been intended in its establishment."[5]

The lack of preparation on the part of students who sought to enroll at the State Normal School made doubly difficult the task of devising a workable course of study for the institution. Within a radius

[5] *Daily Picayune*, June 24, 1896, 2.

of fifty to 100 miles of the institution there was no graded school, no grammar school, no high school.[6] Many of the students had never attended high school and were not competent to pursue purely professional courses designed for teachers. The public school system of Louisiana was in a poor state of development, and illiteracy among whites as well as negroes was increasing.[7] Not only was Louisiana the lowest of all the states in the scale of illiteracy, but it was the only state in which illiteracy among the whites had shown an increase during the ten-year period from 1884 to 1894.[8] There were 41,638 white children who had entered manhood or womanhood during the ten-year period without the benefit of education, ignorant and illiterate.[9] Obviously, the paramount need in the State was the arousing of interest among the people for education, and the development of the public school system. To this end President Boyd lent his energies. Realizing the difficulties of dealing with young men and women, many of whom were inadequately prepared for higher education, he directed his efforts toward making the

[6] *Report of the President of the Faculty of the State Normal School to the State Superintendent of Public Education, Session of 1887-1888.*

[7] *Times-Democrat*, Aug. 21, 1894, 6.

[8] *Idem.* In 1884, 18.4 per cent of the white adult population was unable to read and write; in 1894, the percentage of illiteracy was 20.1. In 1884, there were 58,951 white illiterate adults in Louisiana; in 1894, there were 80,939, an increase of 21,988.

[9] *Idem.*

instruction conform to the exigencies of the situation. He altered the course of study wherever possible to aid those who had had little or no high school work, pacified the fractious groups in the faculty, and in a short time the School was running smoothly.

The biggest problem, however—the lack of money—was not so easily solved. As the enrollment grew, which it began to do after the first year of Boyd's administration, the task of securing additional funds to carry on the mounting cost of instruction was an undertaking that might have discouraged a more experienced man than the young President of the State Normal School.

The enrollment during President Boyd's first year at the Normal School totaled 154 of which sixty-seven were in the Normal Department and eighty-seven in the Practice School.[10] This was an increase of six over the previous session, and "about 100 more than the troubles of last year led the people (of Natchitoches)" to predict when President Boyd took charge of the School.[11] The state appropriation for the support of the institution was wholly inadequate for its needs. During Dr. Sheib's administration the Peabody Educational Fund had donated $3,000 to the

[10]Boyd to J. L. M. Curry, General Agent of the Peabody Educational Fund, Aug. 19, 1889, Boyd MSS.
[11]Boyd to H. H. Hargrove, April 10, 1889, Boyd MSS.

institution. President Boyd, however, had no assurance for several months after he went to Natchitoches that the donation would be continued, especially in view of the fact that "some of Dr. Sheib's adherents had industriously circulated the report that the Peabody support would be withheld from the School on account of Sheib's troubles."[12] Even though the State had made an appropriation for the School, the money was not always forthcoming on time because of the depleted state treasury, and it was necessary either to borrow on the state warrants or to make other arrangements to meet salaries. The budget for the session had already been devised on the assumption that the usual amount from the Peabody Fund would be forthcoming. Should it be withheld, the School would be in a sorry plight indeed. For three months after the opening of the session President Boyd was kept in suspense concerning the donation, and even after the first check for $500 was received he did not know whether or not to expect another. The Peabody donation, however, was continued from year to year, with only slight reductions in the annual payments as the State made more liberal appropriations.

President Boyd was expected to operate the school on $3,500 a year less than had been given Dr. Sheib,

[12]Boyd to J. A. Breaux, State Superintendent of Public Education, Dec. 26, 1888, Boyd MSS.

although the latter had stated that "the State Normal cannot, unless other provisions are made, develop beyond what has been attained."[13] There was nothing that could be done to secure additional funds until the convening of the Legislature in 1890. President Boyd, in his report, asked for $12,000 a year for support and $25,000 for buildings and repairs.[14] During the session of the Legislature, a sub-committee of the State Senate visited the Normal to secure first-hand information concerning conditions of the School. The sub-committee, after prefacing its report with the statement that it "had nothing to report except in the way of commendation," stated:[15]

> . . . We were particularly gratified by the symptoms of concord, and the enthusiastic unity of effort by the Board of Administrators, the Faculty, the Local School Board, and the community generally, all directed to the success of the institution.
>
> The financial management has been conducted with marked success, which needs no other commentary than to say that the school has been managed on the meager appropriations of last session; and that the only charge for discount and interest, is the sum of $256, which is a phenomenon in the history of our public institutions.
>
> . . . The president, Col. Thomas D. Boyd, is the right man in the right place. The wonderful smoothness in the manage-

[13]Boyd to Murphy J. Foster, Jan. 14, 1892, Boyd MSS. Foster at this time was the anti-lottery candidate for Governor.

[14]*Idem.*

[15]*Official Journal of the Senate of the State of Louisiana*, June 2, 1890.

ment of the school, the earnestness of the teachers, and the enthusiasm of the pupils, show what can be done by a man with a genius for administration, assisted by a corps of teachers, who have a genuine interest in their life-work.

Following the filing of the report, one newspaper remarked that the State Normal School "now ranks among the leading educational plants of Louisiana and its solidity is assured."[16] Shortly afterwards the same publication made the following comment concerning the Normal School:[17]

In beauty, location, healthfulness and facilities the State Normal School at Natchitoches is the pride of the State, and under Prof. T. D. Boyd's able and energetic management, seconded by his proficient corps of teachers, has become one of the brightest and most desirable seats of learning in the South!

Despite all the favorable reports concerning the success of the School and the urgent request on the part of its President for a larger appropriation, the Legislature provided only $10,000 a year for support and $2,500 for repairs.[18] This was not as much as he had asked for; neither was it enough, but it represented a slight increase over the appropriation for the previous biennium. It enabled the institution to meet the increased cost of operation, which was growing steadily because of the growth in enrollment, and it

[16] Shreveport *Times*, June 5, 1890, 4.
[17] *Ibid.*, August 6, 1890, 4.
[18] *Report of the State Normal School to the General Assembly*, 1894.

encouraged President Boyd to continue his fight for the expansion of the School.

By 1892, the enrollment at the Normal School had grown to such proportions that students were being turned away from the boarding club and sent into town to live.[19] The attendance in the Normal Department had steadily increased from forty-four students in 1889 to an enrollment of 150. The total enrollment had not grown so rapidly because the intermediate classes had been abolished and there was no desire to increase the Practice School beyond four grades.[20] The school building was too small, the classrooms were crowded, and the assembly hall would not comfortably seat all the students. Since the seating capacity of the school building was only 265, it was manifestly impracticable to encourage a larger attendance unless more accommodations could be provided. When the Legislature convened in 1892, President Boyd asked for an appropriation of $15,000 a year for support and $75,000 to build and equip a Normal School building capable of accommodating 500 students, in addition to $2,500 for repairs.[21] Governor Murphy J. Foster was very sympathetic concerning the needs of the state institutions, and was not opposed to such a substantial increase in the

[19]Boyd to Foster, Jan. 14, 1892, Boyd MSS.
[20]*Idem.*
[21]*Report of the State Normal School to the General Assembly, 1892.*

appropriation for the Normal. The State, however, was in a sad plight financially. The economic depression of the early Nineties was beginning to be felt in Louisiana; severe floods had ruined large areas; and the people of the State, the agricultural interests particularly, were more concerned in saving themselves from financial ruin than in making provisions for a growing institution. However, an appropriation of $12,500 for support, and $2,500 for buildings and repairs was made by the Legislature.

The enrollment of the institution continued to increase rapidly. For the session of 1890-1891, the total number of students reached 258; by 1892, the enrollment totaled 270; and by 1893, the total registration was 293 students.[22] By 1894, the enrollment totaled 304, and the School was so crowded that applicants were being refused admission. There was great need for another large building to take care of the increase in students.[23]

Meanwhile, several changes had been made in the Normal. The course of study had been enriched and extended, and the standards of admission and graduation were advanced so that the student who completed the course would receive not only the full professional training, but thorough instruction in the

[22] *Ibid.*, 1894.
[23] *Daily Picayune*, June 1, 1894, 4.

branches required for a first grade or high school teachers' certificate to which the diploma entitled him by law.[24] There had been much criticism of the Normal School because in some instances graduates of the institution had not measured up to the requirements set for teachers with first grade teaching certificates. President Boyd did not believe in making the Normal strictly a professional school. In discussing the matter with the General Agent of the Peabody Educational Fund, which had been giving liberal sums for educational purposes in Louisiana, President Boyd stated:[25]

> I take it that a thorough knowledge of the branches to be taught is the first requisite of a teacher, and if that knowledge cannot be obtained elsewhere it must be given at the Normal School; but a school devoted exclusively to purely professional work is an ideal not easily realized even in sections of our country where the school systems are most highly developed. The attempt to organize such a school here at this time would be extremely unwise. I shall, therefore, devote more than half of the three years' Normal course to academic work, and so arrange the purely professional work that teachers who have received the necessary academic training elsewhere can complete the course here in one year. In this I follow the example of some of the best Normal schools in the United States.
>
> There are great possibilities here; but the school can advance but little beyond its present condition without a larger income;

[24] *Report of the State Normal School to the General Assembly, 1894.*
[25] Boyd to Curry, August 19, 1889, Boyd MSS.

and it is to be hoped that the General Assembly will, notwithstanding the scanty revenue of our State, find a way to increase our appropriation.

President Boyd knew that the Normal School "could advance no further without more room and a radical change in the law, which now restricts us to an eight months' session and a three years' course of study."[26] Therefore, he set about to effect a change in the law, securing the passage of an act amending the Normal charter in several important respects. The annual sessions were prolonged to eight months with the ninth month set aside for teachers' institutes, and the sessions were divided into two terms of four months each to enable teachers who had completed their school sessions to pursue work for credit at the Normal School. The new law also empowered the Governor to appoint the Board of Administrators of which he was ex-officio president. This was a significant change in that it permitted Governor Foster, who was very much interested in the educational advancement of the State, to help President Boyd carry out his plans. The age of admission to the Normal Department was fixed at fifteen years for females and sixteen years for males. All classes intermediate between the Primary Practice School and the regular Normal Department were

[26] *Ibid.*, Jan. 18, 1892, Boyd MSS.

abolished. This latter step tended temporarily to reduce the enrollment, but it made available much more room for regular Normal students. Later, a model ungraded school was established to give the Normal students more diversified practice in teaching.[27]

In view of the crowded conditions, it was imperative that some provision be made to accommodate the increasing number of students. President Boyd had already asked for an appropriation of $75,000 for the erection of a large building similar to the one occupied by the School for the Deaf at Baton Rouge. In his recommendation to the Legislature in 1894, he made the following statement:[28]

> Many things are needed to promote the security and comfort of the students, such as better means of supplying water and improved systems of heating and lighting, which, in the present impoverished condition of the state, it might be presumptuous to ask for.
>
> The Normal buildings are too small for an institution of such magnitude. Fear of over crowding has hampered its growth. If the facilities had been available the enrollment might have been 500 in 1894.

A charge of only $10 a month was made for board in the Club for the women students, but teachers could not be accommodated because of congestion.

[27] *Daily Picayune*, June 24, 1896, 2.
[28] *Report of the State Normal School to the General Assembly*, 1894.

There was also need for a boarding club for men. But the greatest demand was for an assembly hall in which to hold commencement exercises, which were usually conducted in the open air. President Boyd asked for $15,000 a year for support; $12,000 for repairs to existing buildings; $2,500 for building and furnishing additional classrooms; $1,500 for building an assembly hall; $3,000 for men's dormitories; and $3,000 for a teachers' cottage. The Legislature appropriated only $15,000 for buildings and repairs, and the $15,000 asked for support, an increase of $3,000 over the previous appropriation. One new building, sufficient to relieve the over-flow of students, was constructed and ready for occupancy at the opening of the regular session in 1894. No sooner, however, did President Boyd learn of the increased appropriation for the support of the School than he was informed that the revenue from the Peabody Fund would be diminished some $500.

In addition to his heavy responsibilities of trying to meet the expenses of the School with the meager funds at his disposal, President Boyd was burdened with countless details sufficient in themselves to sap his energy. He served in almost every conceivable capacity, carrying on his own correspondence in long hand; ordering books, stationery, lumber and sup-

plies; writing to parents concerning their sons and daughters; and supervising and attending teachers' institutes. In addition, he taught several classes a day. Especially were his duties manifold until he had succeeded in establishing the institution on a firm basis. Later, he was provided with a part-time secretary who looked after many details.

In the matter of discipline President Boyd was as scrupulous as he was in looking after the details pertaining to the Normal. He was a strict disciplinarian and did not hesitate to take quick action when the occasion demanded it. When he learned that one of the women students was using chloroform to "ease headaches," he peremptorily sent her home, writing to her mother explaining exactly why he had taken such action. The following letter illustrates one of the many delicate situations he was called upon to deal with:[29]

Dear Sir:

It is with great reluctance, and only from a strong sense of duty that I write you concerning a matter of such delicacy as the subject of this letter. Your daughter ———— seems to be afflicted with nasal catarrh, or some other disorder, which renders it very disagreeable for her class-mates to be near her.

. . . If it be not impertinent, I would suggest that you consult a physician and find out whether a remedy could be ap-

[29]Boyd MSS.

plied that would remove the offensive odor. Your daughter is such an excellent student—earnest and diligent in her work, exemplary at all times in her conduct—that it is painful to me to have to make a complaint of any kind about her.

Trusting that you will pardon the liberty I have taken in writing you this letter and attribute it to my desire to promote the welfare of your daughter as well as the school, I am,

Very respectfully,

Thos. D. Boyd,
Pres't.

Again when a young man of Natchitoches had been too persistent in his attentions to a young lady living in the Boarding Club, President Boyd wrote him the following letter:

I learn with regret that on Monday last you took a promenade with one of the young ladies of the Normal Club. As you are doubtless aware, the young lady in question by this act violated one of the regulations deemed necessary for the government of the Normal Club. And while I do not presume to exercise any control whatever over your actions, still I deem it my duty to prevent, as far as it lies in my power, the young ladies of the Normal Club from receiving attention from any gentleman whose respect and regard for them is of such a nature that he is willing to encourage them in committing breaches of discipline for which they may be severely punished. I must, therefore, request that you discontinue for the present all social visits to the Normal School.

I had hoped that the pride of the people of Natchitoches in the Normal School, their natural desire to assist its authorities

in everything that pertains to its welfare and its good name, would make it unnecessary for me ever to write such a letter as this.

In addition to his duties as president of the Normal School, President Boyd took an active part in the community enterprises of the town of Natchitoches and the educational activities of the State. When the Louisiana Press Association met in Natchitoches in 1893, President Boyd was selected to act as chairman.[80] He hardly knew what was expected of him in the role of chairman, but he did realize what an excellent opportunity he had in securing the cooperation of the newspaper editors in the biennial battle for adequate legislative support. That the editors were impressed with the work he was doing is evidenced by the following resolution which was unanimously adopted by the Association:[81]

Resolved, That the most conspicuous feature connected with our visit to Natchitoches and our association with its people and acquaintance with its enterprises and institutions has been the wonderful disclosures in relation to the great State Normal College, located here. We have made a careful and thorough examination of its opportunities, the grand results it is accomplishing, and its pressing needs. We ascertain, with great pleasure and satisfaction, that it is the especial pride and

[80]Boyd to General John McGrath, April 14, 1893, Boyd MSS.
[81]The Gibsland *Gazette*, May 20, 1893, 2.

favorite of every citizen of Natchitoches and surrounding country, one of the first and most important elements of success. We find it presided over by a Christian gentleman and scholar who maintains with ability and dignity thoroughly modern and approved methods of instruction, and most admirable and perfect discipline in every detail of its management in the classroom and the dormitory, and during the hours of recreation. We find him assisted by a corps of skilled and accomplished ladies and gentlemen in every branch and department. Indeed, we find it operating with as much smoothness, as little friction and as much satisfaction as any other State institution. We recognize in it no local institution, but a great state college, in which our people are alike interested and to which they should pledge their unqualified favor and support.

Resolved, That upon a single point we find just cause for serious complaint, and this is in no wise connected with its management or those connected with it. During the session of 1892 and 1893 every possible available space has been occupied, and indeed the institution has been crowded to its fullest limit by pupils from all sections of the state; more still, we find the dormitories illy suited for the habitation of the girls of our state and totally inadequate and insufficient for the required purposes. It is scarcely less than a disgrace to our state that better provision has not already been made.

Resolved further, That we pledge ourselves to use every effort to secure such state appropriations as will enable it to continue to grow and enlarge in its numbers and its capacity for efficient work, believing, as we do, that in no expenditure of public funds more good can be more wisely or profitably made. We find, further, that its boarding department, the perennial source of anguish and distress in all similar colleges, under the manage-

ment of Mrs. A. E. Donoho, its matron, is conducted with marked skill, performing, as she does, the almost impossible feat of giving thorough satisfaction to the boarding school.

In connection with the Press Association meeting, a New Orleans newspaper made the following comment concerning President Boyd's success at the State Normal School:[32]

Naturally, the school's keynote is struck by its president, Prof. Thos. D. Boyd, who is a distinguished educator. A man of wide culture and a broad, wholesome, liberal mind, he is everything the Southern gentleman ought to be. He has the military discipline of an army general; enough executive ability to manage even larger schools than this, and a mentality equipped so well that he is a most delightful professor, teacher and companion for those who are under his care. And best of all, at all times he is the punctilious gentleman to both the young ladies and young men who are at Normal.

In 1893 President Boyd's name was proposed to Governor Foster by Colonel Nicholson to fill a vacancy on the Board of Supervisors of Louisiana State University, an honor which the President of the Normal appreciated greatly, but which he refused. His letter to Colonel Nicholson, giving his reason for not accepting the appointment, in part follows:[33]

I thank you sincerely for thinking of me in connection with the lamentable vacancy on your Board. The office is one of

[32] *Daily Picayune*, May 14, 1893, 17.
[33] Boyd to Nicholson, Nov. 17, 1893, Boyd MSS.

great honor and responsibility, and one which, under ordinary circumstances, I would gladly accept with grateful appreciation of the Governor's kindness in appointing me and with a sincere desire to do everything in my power for the welfare of the University; but the fact that I am president of another state institution of learning, is, in my judgment, an absolute disqualification for a position on the Board of Supervisors of the State University.

No, there are many other alumni who have more leisure and can render better service in this capacity than I; and there are many other ways in which I can do my humble share in promoting the progress of the dear old school.

Although President Boyd's administration was successful, he was not altogether satisfied with his duties as the head of a normal school, preferring to engage in university work. Therefore, he wrote his friend, Colonel J. M. Mitchell of Little Rock, Arkansas, a member of the Board of Trustees of the Arkansas Industrial Institute, inquiring as to the advisability of again applying for the presidency of that school. "My work here has been successful beyond my most sanguine expectations," he wrote, "but as my whole life before coming to the Normal was spent in University and Agricultural and Mechanical College work I still feel somewhat like a fish out of water here and sometimes would fain return to my old love."[84]

[84]Boyd to Mitchell, Nov. 18, 1893, Boyd MSS.

Not all of President Boyd's educational activities were confined to administering the affairs of the State Normal School. He gave much thought and time to the promotion of teachers' institutes in Louisiana which he directed until B. C. Caldwell, who later became President of the State Normal, was employed in 1894 as institute conductor and a member of the faculty of the Normal School. He also devoted much time to the Chautauqua at Ruston, which he was instrumental in organizing, and to the publication of the *Louisiana School Review*, a journal dedicated to the advancement of education in the State.

Although teachers' institutes were provided for in Act 61 of 1886, it was not until after Boyd became director of the institutes by virtue of his position as head of the Normal School that institute work was made a useful adjunct to the public school system of the State. And the wide interest aroused over the State in the development of the public schools and the progress made in educational advancement while he was head of the Normal School are in a large measure the result of his leadership.

The purpose of the institutes was to provide agencies for instructing the teachers in modern methods of instruction and to inspire them with professional spirit, as well as to bring about a higher appreciation

of the benefits to be derived from a well organized system of free public schools. The institute work began immediately after the close of the Normal about May 1. Several experienced educators were employed each summer to aid members of the Normal faculty in carrying on the work, and these spent several days at central points in the State giving practical demonstrations as to how various classes should be conducted. The cost of the institutes was defrayed by money from the Peabody Educational Fund until 1894, when the Legislature began making appropriations for this purpose. Attendance at the institutes was voluntary, but the conductors were empowered to issue certificates based upon the work done.

President Boyd was responsible for bringing to Louisiana a group of well trained teachers and educators, several of whom were added to the faculty of the State Normal and some of whom were engaged to do institute work. Among the latter were Martin G. Brumbaugh and B. C. Caldwell whose services Boyd valued most highly, particularly the work of Brumbaugh to whom he wrote:[85]

> I have been working for the public for twenty years with little benefit to myself except the approval of a clear conscience, and I count it among the most signal services ever rendered to the people of Louisiana that I brought you among them. They owe me a debt of gratitude for that if for nothing else.

[85]Boyd to Brumbaugh, June 12, 1893, Boyd MSS.

That his judgment of the man's character and ability was not misplaced is shown by the fact that Brumbaugh later was made superintendent of city schools in Philadelphia and in 1914 was elected governor of his native state of Pennsylvania.

The following, taken from the report of Brumbaugh, indicates the success of the institutes held throughout the State:[36]

> At Thibodaux—In my opinion this institute was most valuable and had a far-reaching influence. It was worth easily the cost of the entire series of institutes held in Louisiana.
>
> At Jena—At Jena, twenty-five miles from the railroad, in a small village, in a half-finished new academy building, we met almost every teacher in the parish and fully 500 parents. The meeting was a grand surprise. It reached every home within a radius of fifteen miles. It did more to arouse a genuine support for public education than any other meeting I ever attended in Louisiana. It made plain the need at once of sending organized instructing parties to every rural section of the state. The people are anxious to know the duties and responsibilities of the hour, and cheerfully respond to any reasonable appeal.

Concerning the value of the institutes of 1893, President Boyd wrote:[37]

> The Institutes of 1893 have done incalculable good to the cause of education in Louisiana. I believe that both people and teachers are now thoroughly aroused to the necessity of en-

[36]Brumbaugh to Boyd, Aug. 23, 1893, Boyd MSS.
[37]Boyd to Curry, Aug. 29, 1893, Boyd MSS.

couraging every agency for the training of teachers for the public schools, and I am satisfied that it will be an easy matter for our State Department of Public Education to establish and maintain Summer Normal Schools of four to six weeks' duration at central points in the State, provided that the donations from the Peabody Fund in aid of Institutes are as liberal as heretofore.

. . . In my opinion, these Institutes have accomplished more good than would have been done by a smaller number of longer sessions; but I believe that the next step in our educational development should be the establishment of longer institutes, or summer schools, at central points, by the State Department of Education, leaving to the several parishes the maintenance of an annual institute of one week's duration.

The first of such normal schools, as proposed by President Boyd, was conducted during the summer of 1893 by Professor R. L. Himes, who had been added to the State Normal faculty August 1, 1890, and who already had done much institute work in the State.[38] The success of the school at Lake Charles further convinced the President of the Normal of the feasibility of conducting similar schools elsewhere, and the following summer his plan was realized.

In explaining the reason for the lack of development of the public school system in Louisiana, Caldwell had stated in one of his reports that the parish superintendents were poorly paid; that their supervision was of a poor quality; that the people expected

[38]Boyd to Himes, Aug. 2, 1890, Boyd MSS; Boyd to H. E. Chambers, April 2, 1894, Boyd MSS.

too much of the State without giving adequate local support; and that there was a need for more emphasis to be placed on the public schools and less on private institutions. His analysis was doubtlessly correct, but to remedy conditions would require years of persevering labor. The institute workers had assumed a stupendous task, the value of which, however, compensated for the many inconveniences encountered in tours over the State.

The arousing of greater interest among both the teachers in the public schools and the people of the State in educational advancement was required, and President Boyd felt that the institute offered the best means of reaching them. He also saw that the work of the institute was largely ineffective because of certain evils which might be remedied by the enactment of a measure revising the entire system of holding institutes and providing for the employment of an institute conductor. President Boyd embodied his plan in a bill which was introduced in the Legislature in 1890. In addition to longer institutes, the proposed measure provided for the holding of parish institutes, making attendance compulsory. The bill passed the House, but was crowded out in the Senate because of the fight over the Lottery bill.[89] It was introduced again in 1892 and again defeated. Presi-

[89]Boyd to Curry, Aug. 16, 1890, Boyd MSS.

dent Boyd, though disappointed, was not discouraged. He believed his measure was meritorious and felt that it would eventually pass. To one of his friends he wrote:[40]

> With such an institute in each parish every year, one or more Peabody institutes of three or four weeks' duration every summer, and a well supported State Normal School running for nine months, Louisiana would soon be abreast of the age in the matter of teacher-training for the public schools.

Through his foresight and indefatigable labor he was rapidly becoming the foremost educator in Louisiana.

Governor Foster, after attending an institute held in Baton Rouge, was convinced of the merit of Boyd's measure and asked that it again be introduced when the Legislature convened in 1894. It was approved without difficulty. Brumbaugh, who had been doing institute work in Louisiana for several summers, was President Boyd's first choice for Institute Conductor, but he was not available and B. C. Caldwell was employed,[41] and made a success of this undertaking for the improvement of teaching in Louisiana.

President Boyd was a member of the first committee appointed by the Louisiana Educational Association to report a plan for a "Chautauqua Summer School" at Ruston, was President of the Association

[40]Boyd to D. W. Harris, March 23, 1892, Boyd MSS.
[41]*Idem.*

when the first meeting of the Chautauqua was held, was President of the Chautauqua, and a member of its Board of Directors.[42] He was also instrumental in bringing the first Peabody Normal School to the Chautauqua.[43] The purpose in the establishment of a Chautauqua was to provide an institution "at which meetings of the Louisiana Educational Association shall be held, summer normal schools taught, lectures, readings, concerts and other educational entertainment given, and where such other exercises and proceedings may be annually carried out as will tend to improve and gratify and benefit the teachers of Louisiana and advance the cause of enlightenment in our State."[44]

He devoted a great deal of time to the Chautauqua. Members of the State Normal faculty also took an active part in the work and considerable interest, particularly in the northern part of the State, was shown in the new enterprise. Although it had no direct connection with the establishment of the Louisiana Industrial Institute, the success of the former was evidently largely responsible in bringing about the location of the new state institution at Ruston.

[42] *Ruston Leader*, Aug. 10, 1894, 2.
[43] *Idem.*
[44] Copy of the Charter of the Chautauqua, Boyd MSS.

Soon after President Boyd went to Natchitoches he began to consider the possibilities of publishing an educational journal devoted to the advancement of the public school system in Louisiana, and in 1891 the *Louisiana Educator* was started.[45] Its existence was short-lived because of the lack of financial support, and it was not until January, 1895, that a second attempt was made to secure the publication of an educational magazine. The name of the journal was changed to the *Louisiana School Review* and Henry E. Chambers, a public school teacher well acquainted with the school problems in Louisiana, was selected as editor-in-chief.[46] The Board of Directors of the corporation, "Louisiana Educational Publishing Company, Limited," which was organized to conduct the business of the journal, consisted of Boyd, who was president of the Board, Warren Easton, George D. Pickels, C. E. Ives, and H. H. Hargrove of Shreveport who was secretary. President Boyd was the moving spirit behind the magazine and frequently contributed articles on educational matters. The journal was published at the plant of the Monroe *Bulletin* of which Judge A. A. Gunby was publisher.[47] The publication of the magazine

[45]Boyd to William Preston Johnston, Jan. 20, 1891, Boyd MSS.
[46]Boyd to Chambers, Jan. 11, 1895, Boyd MSS.
[47]Boyd to Easton, Feb. 14, 1895, Boyd MSS.

was continued for many years after President Boyd had become head of the Louisiana State University.

Realizing the need for wider opportunities in higher education for women students, President Boyd as early as 1892, before the movement for an industrial school at Ruston had taken definite form, had strongly recommended that an industrial department be added to the State Normal School, asking that an appropriation of $5,000 a year for this purpose be added to the Normal's appropriation.[48] In making the request, he stated:[49]

Until the establishment of the State Normal School, nothing had been done by the State to provide for the education of women, beyond the meagre opportunities afforded by the public schools. Liberal provision has been made for the higher education of our sons, the State at one time appropriating $40,000 per annum for the tuition and maintenance of beneficiary cadets at the State Seminary; but our daughters, whose education is equally important, have had no such assistance from the State. The State Normal School is giving free training for the profession of teaching to hundreds of the young women of the State, thereby insuring them independence for life; and upon this fact it bases no small part of its claim upon your fostering care. But teaching is not the only profession in which young women may engage. The arts and industries that have sprung from the

[48] *Report of the State Normal School to the General Assembly, 1892.*
[49] *Idem.*

rapid development of modern science, have thrown open many other avenues of useful employment. One of the latest educational movements is the establishment of schools to train young women for the various industrial arts. State after state has founded its State Industrial School for Women, one of the latest and most successful of which is located at Columbus in Mississippi. This question has already been agitated in Louisiana; and it rests with your honorable General Assembly to decide whether this agitation shall bear fruit at this time, whether the state is in condition to embark in a new educational enterprise, after giving to existing institutions such support as will enable them to accomplish the purposes of their existence. To spend only money enough to fail in accomplishing one's purpose is folly, whether it be done by an individual or a state; and concentration of capital and effort is as necessary to the success of educational institutions as of other business enterprises.

If, then, it be deemed advisable to offer the young women of our state opportunities for industrial education, I would suggest that it can be done most effectually and economically by annexing a female industrial department at the State Normal School. Many of the branches of such a school are now being taught at the Normal, and an outlay of $5,000, or less, per annum for two years would purchase all necessary appliances and employ the additional teachers needed to make a beginning of an industrial department under conditions most favorable to success.

The appropriation was not granted. Again in his report to the Governor in 1894, President Boyd repeated his recommendation for the establishment

of an industrial department at the State Normal School:[50]

While the question for establishing an industrial school for girls was being discussed during the last session of the General Assembly, the suggestion was made that it would be well to establish that school as a department of the State Normal School. This idea has since been expressed by several gentlemen of great prominence in the councils of the state. And while I do not wish to oppose the founding of as many institutions of learning as the state needs and can support, and do not presume to offer to the General Assembly unsolicited advice on this or any other subject, I may be pardoned for suggesting that, if the people demand an industrial school for girls and the funds in the treasury are not sufficient to meet this demand, it would seem to be the part of wisdom to turn one of the existing state institutions into such a school. Can the State Normal School be so metamorphosed without impairing its distinctive character as a Normal School? The answer is that the State Normal School is already to a very large extent an industrial school for girls.

Right here in this fine institution is the nucleus of a future Industrial College. Situated on an elevated plateau, on one of the prettiest sites in the State, in a healthy section of country accessible by rail and river, it possesses an ideal situation for a college. The attendance has already outgrown the accommodations and the building of new dormitories has become an imperative necessity. Why cannot they be made suffiiciently ample to house industrial students also and a joint Normal and Industrial College be founded? At a moderate cost professors teach-

[50] *Report of President Thomas D. Boyd to Governor Murphy J. Foster,* May 2, 1894, Boyd MSS.

ing the various industrial branches could be added and the girls of Louisiana given the opportunity to educate themselves in the industrial arts. Students of the Normal department could also study those industrial branches necessary to fit them for teachers in our public schools, when manual training shall be added to the present course of study.

He recommended this time an appropriation of $15,000 a year for additional buildings and the support of an industrial department at Normal.[51]

Meantime, a definite movement had been started to found a new institution at Ruston, and when the Legislature convened in the spring of 1894, a bill providing for the establishment of an industrial institute was introduced. President Boyd was opposed to the establishment of another state school, because he feared that the funds needed for such an institution would result in the diminishing of the appropriations for the other state schools. Moreover, he could not see the wisdom in setting up a new school within such a short distance of the Normal School, which, he felt, could be equipped at much less expense to offer courses in the industrial arts. Then, too, as soon as the Industrial School was seriously considered it was assumed that it would be the inevitable rival of the Normal, which it was, and it was natural that

[51]Boyd to Foster, May 16, 1894, Boyd MSS.

President Boyd should not favor the proposed plan. To one of his friends he wrote:[52]

> . . . But it goes against the grain to have to give up one dollar (of the appropriation for the Normal School) for the support of a useless rival institution for higher education of girls, and thus see all my dreams and hopes of making this (Normal) the grandest institution in the South vanish into thin air.

His alarm was occasioned by the report of a New Orleans newspaper that the appropriation for the Normal was being held up "pending a decision on the Ruston bill."

In a letter to Henry L. Fuqua of Baton Rouge, his brother-in-law, he expressed his views concerning the proposed school in the following words:[53]

> The Industrial School will be a perpetual menace, not only to this institution but also to the State University, in more ways than in the matter of appropriations. When the friends of the Ruston school find out, as they surely will two years hence, that the state is unable to give the appropriation they ask for, the next step in logical sequence will be to ask that this school (Normal) be removed to Ruston, to found there a great State Normal and Industrial College like that of Georgia or Mississippi. This is what should be done, but it ought to be located here.

[52]Boyd to the Rev. T. K. Fauntleroy, June 15, 1904, Boyd MSS.
[53]Boyd to Fuqua, June 15, 1894, Boyd MSS.

In a supplementary report to the Legislature, President Boyd, in voicing his opposition to the founding of a new school, stated in part:[54]

. . . Louisiana has more institutions now than she can provide for, and to found more, strikes us as about as wise as it would be for a farmer whose mules are starving to buy more mules. In such a case, some of the mules must inevitably go to the bone-yard; and if any one of the various bills for the founding of an Industrial School becomes a law, the State University at this place (Baton Rouge) and the State Normal School at Natchitoches will just as inevitably clamor in vain for the appropriations that have heretofore been denied them on the plea that the state was too poor to give them adequate support. Now we are one of the many who have fallen in love with the State Normal School as it is, and we are not anxious to see anything annexed to it, except better dormitories for the girls and additional class-rooms and other facilities to accommodate the young men and women who are knocking at its doors and are denied admission for lack of these accommodations: but we assert, without fear of contradiction, that that institution is now ready to give to the girls of Louisiana all the industrial education for which there is any demand. And if the Agricultural and Mechanical College at Baton Rouge is not an industrial school for boys, what is it? To assert that the passage of a bill founding a separate Industrial School is not a blow at the prosperity of these two great institutions, is folly in face of the fact that the Governor in his message recommends the appropriation asked for by the President of the State Normal School only on condition that

[54] *Supplementary Report of the State Normal School to the General Assembly, 1894.*

the Industrial School be annexed to that institution. In other words, if the State Normal School does not get the Industrial School, it fails to get the appropriations asked for; yet these appropriations are declared by its President to be absolutely necessary to its further progress and have been so recommended by the House committee that went to Natchitoches to investigate its affairs.

. . . In the language of His Excellency, the Governor, concentrate your resources upon "one great institution of learning at Baton Rouge for young men, and one at Natchitoches for young women," and then give every cent that is left to the free public schools of the state, and the people, who look to these schools for the education of their children, will give you the highest meed of praise, "Well done, good and faithful servant."

But President Boyd's opposition to the proposed school was futile. The north Louisiana delegation in the Legislature wanted the new institution for Ruston, Governor Foster was already laying plans to secure support for the United States Senate, and the bill providing for the establishment of the school was approved. Thus, the Louisiana Industrial Institute, now the Louisiana Polytechnic Institute, came into existence.

President Boyd did not hesitate to engage in political controversies when he felt it was in the best interest of education to do so. Thus when the matter

of selecting a state superintendent of public education came up in 1895, he strongly endorsed the candidacy of his friend, H. H. Hargrove, Superintendent of Schools in Caddo Parish, and he was active in his support. He wrote to friends throughout the State asking them to aid Hargrove, and also drew up "memorials" or petitions to be circulated among the educational leaders of the State.[55]

Other candidates in the field included Henry E. Chambers, editor-in-chief of the *Louisiana School Review*, who had done institute work in Louisiana for President Boyd; A. D. Lafargue, who was a candidate to succeed himself; and J. V. Calhoun, Principal of the Boys' High School of New Orleans. Though many educational leaders joined President Boyd in support of Hargrove, he failed to secure the Democratic nomination at the state convention held December 18, 1895. Calhoun, with the united sup-

[55]Boyd to W. P. Martin, Nov. 18, 1895, Boyd MSS; Boyd to Dr. P. S. Postell, Nov. 18, 1895, *ibid.*; Boyd to T. M. Wade, Nov. 18, 1895, *ibid.*; Boyd to I. J. Vaughan, Nov. 18, 1895, *ibid.*; Boyd to R. S. McCulloch, Nov. 18, 1895, *ibid.*; Boyd to Judge S. McC. Lawrason, Nov. 18, 1895, *ibid.*; Boyd to A. T. Prescott, Nov. 20, 1895, *ibid.*; Boyd to W. C. Chevis, Nov. 20, 1895, *ibid.*; Boyd to General John McGrath, Nov. 20, 1895, *ibid.*; Boyd to J. G. Lee, Nov. 20, 1895, *ibid.*; Boyd to M. A. Strickland, Nov. 25, 1895, *ibid.*; Boyd to W. L. Ford, Nov. 25, 1895, *ibid.*; Boyd to Wylie Barrow, Nov. 25, 1895, *ibid.*; Boyd to D. W. Harris, Nov. 26, 1895, *ibid.*; Boyd to O. A. Bullion, Nov. 27, 1895, *ibid.*; Boyd to J. H. Dillard, Dec. 2, 1895, *ibid.*; Boyd to V. K. Irion, Dec. 4, 1895, *ibid.*; Boyd to J. T. Thompson, Dec. 7, 1895, *ibid.*

port of the New Orleans delegation, was nominated and elected.

The session of 1895-1896 at the Normal School was as successful as the previous year had been despite the fact that it became necessary to close the school for five weeks just before the end of the regular session because of an epidemic of small pox in Natchitoches.[56]

But the situation was not so peaceful at Louisiana State University. In the spring of 1896, about two-thirds of the cadets had mutinied because of the charge that favoritism had been shown in the promotion of two cadet officers who were members of the same fraternity.[57] The other two fraternities, with many of the non-fraternity students, protested against the promotions and petitioned the University authorities to revoke the order. This, President Nicholson refused to do and a large number of cadet officers resigned, which action resulted in their suspension from the University. President Nicholson instituted an investigation, and when the Board of Supervisors met, the cadets who had participated in the mutiny were dismissed.[58] A long controversy

[56]Thomas D. Boyd to David F. Boyd, May 2, 1896, Boyd MSS.
[57]*Minutes of the Board of Supervisors of the Louisiana State University and Agricultural and Mechanical College*, April 6, 1896.
[58]*Ibid.*

ensued, and a legislative committee was named to look into the affair.[59] The result was that President Nicholson tendered his resignation in June, at the same time nominating Thomas D. Boyd for president.[60]

When the offer of the presidency was tendered him, President Boyd hesitated to consider it, and for approximately four weeks he was torn with indecision during which time the friends and supporters of the University urged him to return to his Alma Mater while those of the Normal were equally insistent that he remain at Natchitoches.

[59] *Recollections.*
[60] *Minutes of the Board of Supervisors*, June 16, 1896.

CHAPTER VII

Boyd Accepts the Presidency

THE OFFER OF the presidency of the Louisiana State University was as unexpected as was that of the State Normal School eight years previously. Colonel Boyd's official notification of his election was conveyed in the following telegram from Governor Foster and H. S. Chenet, President and Secretary of the Board of Supervisors, respectively:[1]

> At a regular meeting of Board of Supervisors Col. Nicholson voluntarily resigned as president of State University and upon his motion you were unanimously appointed his successor at a salary of twenty-five hundred dollars. Col. Nicholson still retains chair of mathematics. Board adjourned till six P. M. to receive your answer.

At the same time, Colonel Nicholson, who had served as head of the institution continuously since 1887, dispatched the following message:[2]

> The entire faculty assures you of their hearty approval of your election and hopes that you will accept without hesitancy.

[1]Foster and Chenet to Boyd, June 16, 1896, Boyd MSS.
[2]Nicholson to Boyd, June 16, 1896, Boyd MSS.

President Boyd, though highly appreciative of the honor, was not inclined seriously to consider the offer for several reasons, the most important being that the Normal School was running smoothly, he was well satisfied as president of the institution, and the people of the State were pleased with his administration. The most difficult part of his work at the Normal was over; his pioneering in the cause of the public schools of Louisiana was bearing fruit; his task henceforth would be comparatively easy. Then, too, in point of enrollment the Normal was a larger institution than the University, the salary inducement, $2,500 a year, was identical and it was questionable whether or not it would be wise to accept the offer. In addition, the University had not been without its troubles since he had left the institution. For several years there had been considerable dissatisfaction concerning the administration of the University's affairs, and President Boyd, who had had more than his share of trouble both at Louisiana State University and the Normal in dealing with disgruntled faculty members, disliked to think of undergoing a similar experience.[8] The amount that could be appropriated by the State for the support of the University was restricted by the constitution to $10,000 a year, and there seemed little hope that the institution could expand on such

[8]Boyd to E. L. Stephens, July 12, 1896, Boyd MSS.

a sum. On the other hand, the financial needs of the Normal were comparatively well taken care of for the next two years, and President Boyd still had visions of one of the finest schools in the South at Natchitoches. His eight years as head of the Normal School in many respects had been the happiest of his life and he was loath to think of leaving.

His friends in Baton Rouge evidently understood his attitude as evidenced by the many telegrams dispatched, urging him to accept the presidency of the University. Immediately after the official message was sent tendering him the office, the following telegram was transmitted to President Boyd by Henry L. Fuqua:[4]

Carefully examining the whole matter I believe you can accept with ultimate profit to your material welfare, but above considerations of this nature it is a clear call of duty which you can not affort to ignore. Your friends of the University even though you should deem it sacrifice do not expect to call in vain. It is not so much the spontaneous gift as the spontaneous call of your people. I have assurances of hearty approval and strong support from every quarter. Were I with you I could explain circumstances which would remove any prejudice that Annie (Mrs. Boyd) has in the matter. She must offer no trivial

[4]Fuqua to Boyd, June 16, 1896, Boyd MSS. Fuqua was an alumnus of the University, and later vice-president of the Board of Supervisors and during his term as Governor, ex-officio president.

objections and bravely uphold you where duty calls. The Alumni Association unanimously requests your acceptance.

The message from the Alumni Association, strongly urging President Boyd to accept the presidency of the University, follows:[5]

You have been unanimously endorsed by the largest attendance of the Alumni Society for the Presidency of our Alma Mater and as a committee appointed for that purpose we earnestly urge your acceptance.

The committee consisted of the following alumni: C. J. Barrow, '62; S. M. Robertson, '74; J. A. Moore, '61; M. P. Robertson, '82; C. J. Ducote, '71; J. F. Ariail, '83; J. D. Smith, '72; V. K. Irion, '84; M. A. Strickland, '73; W. W. Bynum, '85; G. W. Newman, '92; L. L. Hooe, '86; W. L. Stevens, '93; D. N. Barrow, '87; F. T. Maxwell, '94; J. G. Lee, '88; E. S. Broussard, '96; Chas. McVea, '90; T. W. Atkinson, '91.

In addition to the official message of the Alumni Association, the following was sent by a group of alumni:[6]

As members of the Alumni Association having at heart your interests and the interests of the University, we beg you to accept the Presidency of the Louisiana State University and A. &

[5]Members of the Louisiana State University Alumni Association to Boyd, June 16, 1896, Boyd MSS.

[6]Members of the Alumni to Boyd, June 16, 1896, Boyd MSS.

M. College unanimously tendered you by the Board of Supervisors. The very salvation of our Alma Mater depends upon your acceptance. Every interest of the University demands and we deem (it) a call of duty which you should not decline.

This message was signed by: D. N. Barrow, M. P. Robertson, C. J. Barrow, Milton A. Strickland, J. F. Ariail, Levin L. Hooe, S. M. Robertson, Chas. McVea, R. E. Blouin, A. T. Prescott, W. H. Bynum, W. W. Bynum, Chas. Johnson, C. J. Thompson, S. B. Staples, Geo. K. Favrot, C. J. Ducote, J. W. Pearce, J. G. Lee, A. K. Amacker, F. P. Stubbs, Jr., F. T. Maxwell, G. H. Clinton, and C. W. Elam.

Individual messages, urging President Boyd to accept the appointment, were sent by his two friends, S. M. Robertson, a former member of the faculty of the University and later Congressman, and C. J. Barrow. Robertson, who understood thoroughly the conditions at the University, stated:[7]

Board of Supervisors unanimously elected you President of University. Faculty with you. Alumni demand your acceptance. All elements and forces call you to your Alma Mater. I advise you under such circumstances by all means to accept.

And Barrow wired:[8]

You will be making the mistake of your life if you decline to come to Baton Rouge.

[7]Robertson to Boyd, June 16, 1896, Boyd MSS.
[8]Barrow to Boyd, June 16, 1896, Boyd MSS.

If President Boyd was not convinced by these messages of the urgency of the appeal for his acceptance, the following telegram from William Garig, vice-president of the Board of Supervisors and a well known business man of Baton Rouge, should have left no doubt in his mind:[9]

> Will guarantee the warm and unanimous support of the Board, Faculty, Cadets and our citizens. If you understood the situation you could not decline. You have an opportunity to serve your State and the University that will perhaps never present itself again.

The number of telegrams, beseeching him to accept the presidency immediately, was impressive, but President Boyd did not feel as if he should be rushed into making a decision involving such a grave responsibility, and he asked for a day for consideration.[10]

Not all of President Boyd's friends, however, had insisted upon his immediate acceptance, W. A. Van Hook advising him to "consider well before accepting."[11] This message seemed to cause him some concern and he sent the following telegram of inquiry to his brother-in-law:[12]

[9]Garig to Boyd, June 16, 1896, Boyd MSS.
[10]Boyd to T. Sambola Jones, June 16, 1896, Boyd MSS.
[11]Van Hook to Boyd, June 16, 1896, Boyd MSS.
[12]Boyd to Fuqua, June 16, 1896, Boyd MSS.

Van Hook wires me to consider well before accepting. How do the Governor and Lawrason stand? See Sambola Jones and wire me.

On the next day, Fuqua sent the following reply:[13]

Your election in full accord with the wishes of parties named. They give it their unqualified endorsement and assure you of their earnest support in upholding you as the head of the institution. They believe the success of the University dependent upon your acceptance. The board awaiting answer. Adjourned until 4 o'clock this p. m. I earnestly hope they will have a favorable reply from you.

Meanwhile, a large delegation of Natchitoches citizens, headed by Judge Pierson, visited President Boyd urging him not to leave the Normal, and without waiting to learn all the details concerning the situation at the University, the latter, on the day following his official notification of election to the presidency, declined the offer of Louisiana State University in the following letter to Governor Foster:[14]

I respectfully decline the presidency of the State University because I doubt my ability to accomplish as much for the cause of education in that position as in this. I appreciate with heartfelt gratitude the kind partiality of your honorable Board and of the many friends who have endorsed your action.

[13]Fuqua to Boyd, June 17, 1896, Boyd MSS.
[14]Boyd to Foster, June 17, 1896, Boyd MSS.

After declining the offer, President Boyd wired Fuqua of his action, explaining in detail by letter his reasons for refusing.[15]

After President Boyd's refusal, the presidency was offered Arthur T. Prescott, President of the Louisiana Polytechnic Institute, then known as the Louisiana Industrial Institute. Colonel Prescott was an alumnus of the University and had served for many years in various capacities at his Alma Mater. He was well acquainted with the needs of the institution, but in 1894 he had been elected to develop the newly established Institute at Ruston. His administration had been successful and neither he nor his Board felt that he should accept another task until the organization of the new institution had been completed. Therefore, he also refused to accept the position at Baton Rouge, whereupon the Board re-elected Boyd, gave him until July 13 to consider the matter, and commissioned Judge Lawrason to visit him at Natchitoches to inform him of its action.[16]

As Boyd's attitude concerning the presidency was disclosed, other communications from his friends were dispatched in the hope that he might reconsider

[15]Boyd to Fuqua, June 17, 1896, Boyd MSS.

[16]Shreveport *Times*, June 25, 1896, 2; Thomas D. Boyd to David F. Boyd, Aug. 2, 1896, Boyd MSS; *Boyd's Diary*, July 21, 1896.

the offer, and Fuqua made a trip to Natchitoches to answer further any objection he might raise.[17] Among the messages sent were the following:[18]

Congratulations. Nothing in late years so unanimous here as your election. It is your duty to accept. Wire me.

T. Sambola Jones.

Allow my earnest plea that you accept presidency.

Alvan Read.

Wire your acceptance to enthuse students before they disperse.

W. D. Taylor.

I hope you will accept the Presidency of the University. You are its only salvation.

Edward A. Pike.

The consensus of opinion as reflected by the Board of Supervisors is that you alone can save the University. You cannot afford under the circumstances to refuse to respond to a call of duty. I urge you as a friend to accept.

C. C. Bird.

Congratulate you and the University. Hope you will accept for sake of Alma Mater.

W. T. Tracy.

I urge you to make every sacrifice to accept presidency.

S. McC. Lawrason.

[17]Fuqua to Boyd, June 18, 1896, Boyd MSS.

[18]Jones to Boyd, June 17, 1896, Boyd MSS; Read to Boyd, June 17, 1896, *ibid.*; Taylor to Boyd, June 17, 1896, *ibid.*; Pike to Boyd, June 17, 1896, *ibid.*; Bird to Boyd, June 17, 1896, *ibid.*; Tracy to Boyd, June 17, 1896, *ibid.*; Lawrason to Boyd, June 17, 1896, *ibid.*

William Preston Johnston, President of Tulane University and former head of Louisiana State University, also sent the following message:[19]

My colleagues share with me the hope that you will accept the presidency at Baton Rouge.

Van Hook, who had advised Boyd to "consider well before accepting," later joined several others in sending the following communication:[20]

More we think, more we feel it your duty to University and State to accept Presidency.

While the Board of Supervisors, Alumni, and friends of Louisiana State University were urging President Boyd to accept the presidency of the University as a matter of duty to his Alma Mater and service to his State, the friends and supporters of the State Normal School were equally insistent that he remain at the head of their school. The Alumni of the Normal sent the following message to President Boyd:[21]

The alumni of the State Normal School imperiously and affectionately demand that you remain at the head of their Alma Mater.

[19] Johnston to Boyd, June 18, 1896, Boyd MSS.
[20] J. G. Lee, Furman, Lawrason, and Van Hook to Boyd, June 19, 1896, Boyd MSS.
[21] Louisiana State Normal Alumni to Boyd, June 17, 1896, Boyd MSS.

The telegram was signed by the following: Stella Schorten Stevens, Emmie MacMurdo, Georgie MacMurdo, Daisy Hereford, Lucy Denham, E. M. McGiveran, Alma Mansur, Julia Harrison, Stella Tomlinson, Ida Wolff, Emma Carny, Vivian Foreman, Lula Weiland, May Pierson, Ouida Addison, Maude Bates, May Smith, Zoe Garig, Mary McVea and "twenty more whose name is legion."

Other messages, urging Boyd not to give up the presidency of the State Normal School, were sent by James Martin;[22] and Caldwell, Caspari, Adams and Trichel, all of Natchitoches.[23]

A petition, paying tribute to President Boyd's work at the Normal and imploring him to remain at the head of the institution, was circulated among the people of Natchitoches. It was signed by seventy-eight persons including prominent citizens of the town. The petition in full follows:[24]

The undersigned citizens of the City of Natchitoches having learned that the position of President of the Louisiana State University and A. & M. College has been tendered you, would beg most respectfully to request that you decline to accept the same.

We appreciate the fact that through your ability and zeal the State Normal School at this place has become one of the

[22]Martin to Boyd, June 17, 1896, Boyd MSS.

[23]Caldwell, Caspari, Adams and Trichel to Boyd, June 17, 1896, Boyd MSS.

[24]Boyd MSS.

first institutions of learning in the South, and we fear that your withdrawal now, would result in great injury to the cause of education. We therefore ask that you remain the Guardian and guide of that noble institution, whose high position amongst the educational institutions in the country, is due greatly if not solely to your efforts.

You have after eight years organized a corps of teachers which for competency and effective work and general satisfaction can not be replaced, and your withdrawal will in all human probability introduce new elements, sow seeds of discord and open the way for decay.

The State Normal School least of all other educational interests can afford the risk of experiment.

The State Normal School responds more nearly to the general need than any other institution and therefore (is) more important, and we beg you not to leave the institution for another position though it be one of more importance and pledge you in the future as in the past the united support and undivided approval and support of this community in the work in which you are engaged.

The petition was signed by the following: G. C. Chandler, Jr., J. W. Freeman, S. G. Dowden, Angus Fleming, Chas. H. Levy, Jno. A. Barlow, N. T. Smith, H. L. Bird, W. L. Greneaux, (Mayor of Natchitoches), Thos. P. Chaplin, D. C. Scarborough, R. B. Cook, J. S. Stephens, Jr., A. E. Lemee, P. E. Lemee, H. L'herisson, G. W. Kile, Jas. B. Tucker, W. O. Breazeale, E. E. Buckner, E. L. McClung, A. M. Dietrich, C. C. Nash,

A. E. Sompayrac, W. S. Dunkelman, B. F. Hendrick, R. J. W. Knott, W. B. Butler, Travis Jackson, L. Q. C. Grappe, R. A. Wood, J. I. Kirk, J. A. Ducournau, Jr., Wm. Marcelli, W. B. Safford, J. J. Johnson, C. D. Jones, J. C. Trichel, Henry M. Levy, Geo. Whitfield Jack, Simcoe Walmsley, C. Chaplin, Sr., Jno. M. Tucker, S. H. Hill, B. H. Lichtenstein, A. W. Watson, Jno. T. O'Quin, J. L. Weaver, Samuel Levy, A. W. Glover, L. Caspari, J. C. Trichel, Jr., J. W. Cockerham, P. S. Prudhomme, J. P. Prudhomme, Edward Phillips, John Laplace, A. C. McClung, Charles Unter, Henry Hughes, Simon Winbarg, L. Levy, A. E. Simon, John T. Sheppard, Charles V. Porter, J. L. Kranson, S. Caspari, M. H. Carver, H. M. Hyams, Phanor Breazeale, E. A. Sompayrac, J. C. Johnson, C. A. Trichel, C. A. Bullard, Jno. W. Fogg, G. Hyams, U. P. Breazeale, H. Kaffie & Bro.

The press of the State joined the supporters of the two institutions, either urging Boyd to accept the presidency of the University or pleading with him to remain at the School which he had developed. In commenting upon the unanimity of sentiment regarding his call to the University, one newspaper stated:[25]

> We have never seen anything quite so unanimous as the call which has gone forth for Col. Thos. D. Boyd to accept the

[25]The Baton Rouge *Bulletin*, June 27, 1896, 2.

presidency of our State University, which position has been tendered him by the Board of Supervisors, and is still open for his acceptance. This unanimity of sentiment is a testimonial to his character and to his ability by those who know him; it is more than this, it is a spontaneous tribute that could only be touched into life by a man richly endowed with all the attributes that go to make up a scholarly gentleman. Col. Boyd is pre-eminently qualified for this position—he possesses the natural executive ability, the inborn power to command, the intuitive good judgment, and the attainments which would be productive of splendid results when brought into play in the administration of affairs at this University. Being thus equipped and having behind him the unbounded and enthusiastic support of the citizens of Baton Rouge and all the friends of the University, the success of the institution would be assured. His perfect mental and moral balance, his great equilibrium of mind and character, would soon be reflected in the cadet body by a healthy and vigorous esprit de corps. In fact, Col. Boyd, alone of all men, at the very moment of his acceptance will bring to the support of this University all the influence which would be working to the end of placing it on that high plane of usefulness, which it should occupy as the first institution of learning of this State. He can at once establish an intente [*sic*] cordiale between the student-body, faculty, alumni, and in fact all the friends of the University, which is the sine qua non of its future success. If Col. Boyd can be brought to realize, even to a limited extent, his fitness and capability to the end of building up his alma mater, we believe that he will consider it his duty to accept. Nor will he by this step be abandoning the great cause of public education to which he has dedicated so many years of his life; the magnificent success of the State Normal

School at Natchitoches stands as a monument to his achievements. Elected to the presidency of that school some eight years ago, he has with consummate skill and ability developed its capabilities and usefulness to such an extent, and placed it upon such a sure foundation, that its mission is now certain, and he may leave it in other hands to move on smoothly to the fulfillment of its destiny. Here, in a broader field, he may use his great talents and energy to a broader and higher good for the cause of public education. Let him answer the call of his admiring countrymen, let him turn his face to the future and do what he of all others is best fitted to do, make this State University the crowning glory of the system of public education in Louisiana and at the same time the crowning glory of a life well spent.

Notwithstanding the importunities of the supporters of Louisiana State University, President Boyd continued to delay making a decision, intent upon securing adequate state appropriations from the Legislature, which was then in session, for the State Normal School. Commenting upon his refusal of the presidency, one newspaper stated:[26]

. . . His place at the Normal School could not well be replaced because of his ripe experience in his work, his personal acquaintance and magnetism throughout the State, the high esteem and confidence felt in him by his pupils and the people at large, all of which make him almost indispensable to the institution over which he presides.

[26]Baton Rouge *Advocate Weekly*, June 21, 1896, 2.

Upon the insistence of his friends, and particularly of Fuqua, who was able satisfactorily to answer every objection raised by President Boyd concerning his return to his Alma Mater, he accepted the presidency of the University July 6, but not until he had secured large appropriations for the Normal.[27] The Board of Administrators of the Normal School accepted his resignation August 11, and elected B. C. Caldwell president. President Boyd's acceptance was greeted with pleasure by the newspapers supporting Louisiana State University, and with regret by the north Louisiana press. Concerning his acceptance, a Plaquemine newspaper made the following comment:[28]

> The announcement that Prof. Thos. D. Boyd has decided to accept the presidency of the State University is a welcome piece of information. With this able educator of splendid executive ability at its helm old L. S. U. will easily take its place at the head of the military schools of the South. There is no man in the State better qualified for the presidency of our state military school than Mr. Boyd. He is a man of elegant accomplishments, ripe judgment, charming courtesy and a magnetic manner. To know him is to admire him. A brilliant and prosperous future under his guiding hand for the University is readily predicted by all those who know what manner of man is Thos. Boyd.

[27]Thomas D. Boyd to David F. Boyd, Aug. 2, 1896, Boyd MSS.
[28]C. K. Schwing in the *Iberville South*, July 11, 1896, 2.

A Baton Rouge newspaper was quite as enthusiastic over President Boyd's acceptance as the Plaquemine paper:[29]

We learn with great pleasure that Col. Thomas D. Boyd has accepted the presidency of L. S. U. and A. & M. College. Col. Boyd's acceptance will be hailed with pleasure by the citizens of Baton Rouge, as much on account of the great good that the University will derive from his stewardship as on account of the high regard and esteem in which this distinguished gentleman is held in the city, where so many years of his life have been spent.

Col. Boyd's career as an educator has been most eminently successful as has been shown by the remarkable progress of the State Normal School at Ruston [*sic*], which is recognized as being one of the best conducted institutions of its character in the country. In addition to this Col. Boyd is extremely popular among all classes of our people, and for this reason it is believed his acceptance of the presidency of this University will result in great prosperity to this already progressive school. Starting out with the united support of every friend of the institution, and with the reputation of being one of the most eminent educators in the South, there is no reason why Col. Boyd should not bring up the attendance next session to a point it has never reached in the history of the institution.

A Natchitoches newspaper expressed its regret over his decision to leave the Normal in the following words:[30]

[29]Baton Rouge *Advocate*, July 8, 1896, 4.
[30]*Louisiana Populist*, July 17, 1896, 2.

Colonel Boyd has been with us a number of years; has succeeded by hard work and unflagging energy in raising the standard of the Normal, and has made it one of the best schools in the South.

We regret to see him leave, as he was (so) thoroughly earnest in striving to conduct the school that he seemed a part of it.

And another Natchitoches paper paid him the following tribute:[81]

He leaves . . . an institution whose remarkable progress is due in a great measure to his splendid executive ability and his high character as a Christian gentleman. He is fully identified with it and his individuality is stamped upon it . . .

However much we may regret his decision, and however widely we may differ with him as to its wisdom, it is but common justice to him to say that he will carry with him to his new field of labor, the friendship and the good wishes of the people of this place who have grown to love him so much.

Despite the satisfaction expressed on all sides concerning his decision to return to the Louisiana State University, President Boyd left the Normal School with a feeling of deep regret. Writing to Mrs. Lizzie Carter McVoy, a member of the Normal faculty, he stated:[82]

. . . After all my friends at the Normal will never miss me half so much as I shall miss them. I leave the dear old place with a heavy heart; but I am sure that a man of my limitations

[81]Natchitoches *Enterprise*, July 9, 1896, 1.
[82]Boyd to Mrs. McVoy, July 18, 1896, Boyd MSS.

is not so much needed here (Natchitoches) as my University friends think that I am needed at the older school which graduated me some twenty-five years ago and has three times offered me the highest honor it can bestow. I go into a life of unremitting toil, but I go with high hopes of ultimate grand success.

For several weeks after his acceptance of the new position, President Boyd was not certain that he had made a good decision. He did not want the presidency of the University, but accepted it "because I believed that duty called me to that institution."[33] Writing to his brother, David, he stated:[34]

. . . I did not want it (the presidency); had a much better position here; and the change would not conduce either to my personal ease and comfort or to my pecuniary advantage, the salaries being the same and the expense of living much less here. I accepted the office simply because the friends of the University pressed it upon me as a matter of duty; and while I could not bring myself to believe that I could accomplish what they hoped for and expected from my election, I thought that I might do something to bring back to the University the confidence and affection of the old cadets.

To his friend, Edwin L. Stephens, President Boyd expressed himself in similar terms concerning his acceptance of the presidency of the University:[35]

[33]Boyd to H. H. Hargrove, July 9, 1896, Boyd MSS.
[34]Thomas D. Boyd to David F. Boyd, Aug. 2, 1896, Boyd MSS.
[35]Boyd to Stephens, July 12, 1896, Boyd MSS.

. . . Strange irony of fate that ten years ago when it was my highest ambition to hold the presidency of the State University, the glittering prize slipped through my fingers, and that now, when I do not want it, it should be offered me! And stranger still that under these circumstances I should accept it! But as the matter was presented to me, it seemed an imperative call of duty, which no son of the old school could decline for personal reasons. When I went through the University, I wondered that with such equipment and such a faculty, it could fail to accomplish grand results. The reason assigned on all sides was that it lacked a head, a president to harmonize and unify and concentrate all the forces that work in and around the school. The friends of the University believe that I can accomplish this task: I doubt it; but I consented to undertake it because it was believed that the selection of a stranger might result in the disintegration and removal of the school. So I have undertaken to bring order out of chaos at our Alma Mater with great personal reluctance and serious doubts as to the result but with firm reliance on the kind Providence that has crowned with success the humble efforts I have made at Normal.

And to another friend he wrote:[86]

. . . After all I doubt whether my accepting the presidency of the State University is a matter of congratulation or of condolence. Yet the step has been taken after mature deliberation, and I can but leave the result in the hands of the same kind Providence that has sent me such uniform good luck at the Normal. The University has a fine faculty and magnificent equipments: surely some man should be able to guide such an institution to complete success. Whether I am the man or not,

[86]Boyd to James G. Marshall, July 16, 1896, Boyd MSS.

I do not know; but, with the aid and support of my friends throughout the state, I hope at least not to be a disastrous failure.

President Boyd's eight years as head of the State Normal School had been eminently satisfactory. He had assumed the presidency under trying circumstances. His own future as well as that of the Normal School largely depended on his success in meeting the problems that arose. Had he failed in mastering the situation, it is doubtful if the Normal would have survived. He laid on a sound basis the foundations for the future development of the institution. He had stated in assuming the presidency that his task was four-fold—to win the confidence of the people of Louisiana; to bring about harmony in the faculty; to make the instruction as thorough as possible in all departments; and to advance the grade of scholarship in the Normal Department without materially diminishing the amount of professional training required for graduation. All of these objectives had been attained. The confidence and esteem of the people of the State he had won in full measure; he had healed the dissensions in the faculty, and inspired them with his own spirit of enthusiasm and service; and he had enriched and expanded the courses of study to the extent that parish superintendents in filling teaching positions were giving preference to Normal graduates.

He was expected to be "the master spirit to soothe the disorders of the school and make of it what had been intended in its establishment." This, he had done. When he assumed the presidency the enrollmen was only 146 students; when he left, 362 students were enrolled. New buildings had been constructed and old ones repaired, and state appropriations for support had been increased materially. His eight years of patient toil had ended in success.

President Boyd assumed the presidency of Louisiana State University August 5, 1896, but his family remained in Natchitoches until the first week in September, pending the repairing of the President's home on the University campus.

Chapter VIII

Boyd's Leadership Inspires Confidence

AFTER ACCEPTING the presidency of Louisiana State University, Colonel Boyd returned to Baton Rouge, where he had spent nearly two weeks a short time before in seeking appropriations for the State Normal School, to inquire more fully into the University situation. He was now forty-two years old and with the eight years of experience as head of the State Normal, he was considered well qualified for the presidency of the University. Since he had held at the University the positions of professor, commandant and acting president, the details of his new task were not entirely unfamiliar. He found conditions almost identical with those which he had encountered at the State Normal. A dissatisfied student body and a jealous and discordant faculty were problems sufficient in themselves to make the newly elected President wonder whether or not he had made a mistake in leaving the north Louisiana school. In addition to these internal troubles, he found that the facilities of the

institution were inadequate—in some cases obsolete—and the appropriations not only insufficient but restricted by constitutional limitation to $10,000 a year.

He discussed the situation with Professor Nicholson and Harney Skolfield, the University Treasurer.[1] The former was of the opinion that the root of the disciplinary disturbances at the University lay in the rigid military discipline, and Mayor Samuel M. Hart of Baton Rouge felt that military discipline should be abolished, for, as he remarked to Colonel Boyd, "We do not wish to make soldiers out of our boys."[2]

Colonel Boyd observed that there were several bad practices in need of immediate correction, and if he was to insure a successful administration he would have to act quickly and with firmness when the regular session opened. He was very fortunate in one respect: he had the undivided support of the Board and the influential alumni of the University. But it was questionable how long such support would be accorded if the institution was not operated harmoniously.

Leaving Baton Rouge July 24, Colonel Boyd went to Ruston to attend the reunion of Normal alumni and then returned to Natchitoches. He formally

[1] *Boyd's Diary*, July 19, 1896.
[2] *Idem.*

turned over the Normal to President Caldwell August 3, and left for Baton Rouge the next day. During the month of August he again visited his family, which had remained in Natchitoches, before finally moving to Baton Rouge September 2. After paying all his debts "except the beef bill," he reached the Capital with $60, in addition to $125 he had drawn on the treasurer of the University.[3] This, "with ten shares of stock in the L. W. B. & L. Assn., 40 acres of worthless land near Natchitoches, insurance in the Equitable for $5,000 and in the K. P. for $3,000, and a very ordinary lot of household furniture," represented all of his worldly possessions.[4] His family spent nearly two weeks with Mrs. Boyd's mother in Baton Rouge before moving into the president's home on the campus which was being made ready for their occupancy.

When Colonel Boyd became head of the University there were only nineteen members of the faculty, exclusive of the President. They were: W. H. Goodale, Professor of Philosophy and Civics, who was succeeded in January, 1897 by David F. Boyd; W. W. Clendenin, Professor of Geology and Mineralogy; Charles E. Coates, Professor of Chemistry; W. R. Dodson, Professor of Botany; C. C. Gallup, 1st

[3] *Ibid.*, Sept. 6, 1896.
[4] *Idem.*

Lieutenant, 5th Artillery U. S. A., Professor of Military Science and Tactics; H. A. Morgan, Professor of Zoology and Entomology; J. W. Nicholson, Professor of Mathematics; J. H. Randolph, Professor of Drawing and Mechanics; E. L. Scott, Professor of Languages; C. Alphonso Smith, Professor of English; S. B. Staples, Professor of Veterinary Science; W. C. Stubbs, Professor of Agriculture; W. D. Taylor, Professor of Physics and Engineering; Thomas W. Atkinson, Assistant Professor of Physics and Mathematics; D. N. Barrow, Assistant Professor of Agriculture; F. H. Burnett, Assistant Professor of Horticulture; C. H. Stumberg, Assistant Professor of Languages; C. E. Ives, Principal of the Sub-Freshman Department; and J. B. Roberts, Instructor.[5]

There were twenty-six buildings on the campus, including the Pentagon structures, all of which were located on the north side of the old University site. There were no buildings between the entrance to the University and the commandant's home. These grounds, consisting of some nine acres, were utilized as a botanical garden. The President's office in 1896 occupied two rooms at the south end of the old "C" building,[6] which Colonel Boyd used until Alumni Hall was completed.

[5] *Louisiana State University Catalogue*, 1896-1897, 4-5.
[6] *Recollections.*

The session of 1896-1897 was opened September 16 with 140 cadets. The night before the opening of the University there had been considerable rioting and disorder by cadets who evidently had been visiting Third Street saloons, and the President saw immediately that some changes in disciplinary methods were needed. Colonel Boyd's description of the scene and the means he employed in checking the practice were told in his *Diary* in the following words:[7]

> . . . The night before the opening there was much rioting, and considerable disorder when they (the cadets) returned to barracks at all hours of the night. This is not easy to meet, but it must not occur again. The next day I got Henry Fuqua, Charlie McVea, and George Favrot to visit all saloons in town and exact a pledge not to sell liquor to cadets under threat to have them prosecuted for selling to minors. The pledge was readily given by all, and there has been no trouble on this score since.

Colonel Boyd also found great irregularity in the courses of study pursued by many of the cadets.[8] This was due to the custom, begun two years previously, of admitting special students and to laxness in allowing boys to continue under "conditions"; also to conditional promotion.[9] There seemed to have been no time fixed for making up these deficiencies;

[7] *Boyd's Diary*, Oct. 10, 1896.
[8] *Idem.*
[9] *Idem.*

and some cadets had more conditions than they could make up in a year. The entire matter was thoroughly discussed in several faculty meetings. Finally, Colonel Boyd proposed that, "No cadet who is deficient or conditioned in any subject of study will be allowed to take a special or irregular course of study that does not include the subjects in which he has been deficient, unless, in the judgment of the faculty, such deficiency was due to circumstances beyond his control."[10] The proposal was adopted by a faculty vote of nine to six, though strong reasons against approval were presented by the minority, Professor Clendenin declaring that he objected to the use "of high school methods in dealing with University students."[11] He and several other members of the faculty were opposed to the military system.[12]

Another practice long permitted was that of not requiring the payment of fees at the time of registration. Since cadets often left the University without the treasurer's knowledge, it was almost impossible to collect their fees.[13] And still another policy was that of allowing professors to order supplies and equipment without consulting the President, or anyone else.[14] It was necessary for the Board to act on the

[10] *Idem.*
[11] *Idem.*
[12] *Idem.*
[13] *Ibid.*, July 19, 1896.
[14] *Ibid.*, July 22, 1896.

matter of the payment of fees, but the practice of the professors was ended immediately.

The President decided that the practice of Lieutenant Gallup, Commandant of Cadets, frequently to leave the campus, particularly over week-ends, was another cause for the bad discipline. Colonel Boyd insisted that Gallup should report whenever he left the grounds to insure that the Commandant and the President would not be absent from the campus at the same time. The President's difficulty in dealing with this phase of the disciplinary problem is recounted in the following excerpt from his *Diary*:[15]

> . . . On Friday, Sept. 25, I went to New Orleans, expecting to return that night. I did not return until Saturday night (evening). I found Gallup absent. He had gone out with Garig to his shooting lodge that morning. Since then he asked permission to take this same outing another Saturday. I told him it was more important for him to be here Friday and Saturday nights than at any other time. He said he would try to return Saturday evening, but did not return till Sunday morning.

Colonel Boyd announced early in the session that the continuance of the usual permits to officers, seniors, band members, and football players would depend on the way in which they were used.[16] These permits enabled some of the cadets to visit Baton

[15] *Ibid.*, Oct. 10, 1896.
[16] *Idem.*

Rouge every Friday and Saturday from 7 to 10 p. m. The President improved the disciplinary regulations in other respects,[17] but in view of Gallup's repeated failure to cooperate, he found his problems extremely difficult to handle.[18] On one occasion, Colonel Boyd was astounded to learn that a cadet on furlough had not been reported for overstaying his time at home. The incident probably would not have been known except for the fact that the student's father wrote to Colonel Boyd asking him to excuse his son for his delayed return. Again referring to the Commandant's conduct, the President wrote:[19]

> . . . Gallup often leaves the grounds without reporting to me. Before the opening, I told him I thought it wrong for him or me to smoke in the offices; he has paid no attention to this. Last night he said in the presence of cadets that he had bet $5.00 on the football game.

Despite repeated suggestions and warnings from Colonel Boyd, the Commandant was frequently lax in his duties causing the President no end of trouble.[20] For the second time during the session of 1896-1897, the cadets during the night broke open the frame of the bulletin board and stole the demerit sheets.[21]

[17] *Idem.*
[18] *Ibid.*, Oct. 24, 1896.
[19] *Idem.*
[20] *Ibid.*, March 1, 1897; March 3, 1897; March 6, 1897.
[21] *Ibid.*, March 19, 1897.

When Colonel Boyd asked Gallup what he intended to do about the matter, he replied that he "didn't know what to do." And again a few days later, during Colonel Boyd's absence on a trip to Natchitoches, there was a great deal of disorder, such as breaking into class-rooms and serenading in town, which the Commandant seemed powerless to prevent.[22] The President proceeded to handle the situation himself. Writing in his *Diary* of his experiences in attempting to work out the disciplinary problems, he stated:[23]

> Yesterday I called the cadet officers together, and had a conference with them, cautioning them against making trifling reports and endeavoring to find out why the demerits ran so high and the class marks so low. I learned little except that the officers are dispirited because their privileges are abridged by being in the third grade or in confinement; and that many of the cadets are discouraged and insubordinate because they have so many confinements that they will never get out of confinement during the session. So this morning, I abolished all confinements, as I have never liked this mode of punishment, except for special offenses.
>
> Dave Barrow told me yesterday that a mutiny is brewing among the cadets on account of the strict discipline, so he had heard.

Under the circumstances, there is small wonder that so much of the President's thought and time

[22] *Ibid.*, March 31, 1897.
[23] *Idem.*

should have been given to matters of discipline. The success of his administration, in the eyes of the public at least, would be measured largely in terms of the good behavior of the cadet body. Despite these serious disturbances, Colonel Boyd, by strict attention to details of discipline, almost single-handed brought order out of confusion and disaffection. Certainly, from a disciplinary standpoint it had been a successful year.

Colonel Boyd realized that a modification of the military system was needed to solve permanently the disciplinary problem. The University policy of requiring every cadet to live in the barracks regardless of whether his home was in Baton Rouge or out-of-town was in a large measure the cause of much of the dissatisfaction among the students, particularly the town cadets. Then, too, the requirement that every cadet wear his uniform at all times was also an irksome regulation. Obviously, the institution had outgrown its rigid military aspects, and this fact was becoming more and more evident in the frequent disturbances fomented by the disgruntled groups. So long as the enrollment of the University had not exceeded 200 cadets, the strict military discipline, inaugurated by Superintendent Sherman, could be enforced without serious resistance, though Colonel David F. Boyd and his successors had encountered

difficulties. But the number of cadets had grown rapidly, and it was evident that if the University was to attract all types of students it must adopt a more liberal policy regarding military regulations.

Colonel Boyd's recommendation to the Board at the close of the session that cadets whose homes were in Baton Rouge be permitted to live at home and that they be excused from wearing the uniform except for drill was approved. This action in liberalizing the military system marked the end of serious student outbreaks and the beginning of a new era in military life at the University.

Although Colonel Boyd considered the matter of discipline of great importance, he had not devoted all of his attention to this phase of administrative duties. In addition to the change in the military system, two things stand out as particularly constructive. These were the discontinuance of the lower preparatory class and the establishment at the University of the Audubon Sugar School.

There had been two classes in the Preparatory Department for students who expected to pursue the regular University courses. The enrollment in the two classes in 1895-1896 numbered fifty-two students, and the services of several faculty members were needed to care for the group. Colonel Boyd

had witnessed a similar situation at the State Normal School and had eliminated the intermediate class in that institution. If the University was to make progress, all of the proceeds of the institution and the time of all the faculty and administrative officers would have to be dedicated to one purpose—that of giving courses of college grade to students capable of pursuing them.

At the first meeting of the Board of Supervisors after his election as president, Colonel Boyd recommended that the Audubon Sugar School, which had been operated in connection with the Agricultural Experiment Station at Audubon Park in New Orleans but which had been abolished early in 1896, be re-established at Louisiana State University.[24] The recommendation was adopted.

The Sugar School had its beginning in 1890, when Dr. W. C. Stubbs, Professor of Agriculture and Director of the Station, who was much interested in sugar cane culture, induced a group of sugar cane planters to equip and start a sugar mill at the Station. Several courses were offered in connection with the work. In 1895-1896, the price of sugar had dropped and interest in the course lagged. The School, which was operated on a tuition basis, was not able to continue without financial loss and later in the session it

[24] *Ibid.*, Dec. 8, 1896.

was abolished. In the fall of 1896, Colonel Boyd sent for Dr. Stubbs and discussed with him the plan of establishing a sugar school in connection with the agricultural course in the University. This proposal met with the hearty approval of Dr. Stubbs, and the proposed school was named the Audubon Sugar School.[25]

With an enrollment of sixty students, the newly organized School opened in the spring of 1897.[26] The sugar course covered five years of work from the beginning, one-fourth of each of the last two sessions being devoted by the students to practical study in Audubon Park. The course was later modified to the extent that instead of the students being sent to Audubon Park for practical work they were sent to sugar mills over the State. Dr. Stubbs was head of the new School as well as Director of the Experiment Station until he resigned his dual position January 1, 1905, after Leon Jastremski, Commissioner of Agriculture, proposed that the State Board of Agriculture exact a bond from the Director of the Experiment Station because of his responsibility in the expenditure of so much money. Dr. Stubbs was much offended at this suggestion, which he considered a reflection on his honesty, and he also resigned from the State

[25] *Recollections.*
[26] *The Reveille*, May 15, 1897, 2.

Board of Agriculture of which he was a member. Later, Colonel Boyd offered a resolution absolving Dr. Stubbs of any blame, but the latter was obdurate and insisted that his resignation be accepted.[27] He retired to his former home in New Orleans where he died about fifteen years later. When the University was organized into schools and colleges in 1908-1909, Dr. Charles E. Coates, Professor of Chemistry, was made Dean of the Audubon Sugar School.

It was also during Colonel Boyd's first year as President that the publication of *The Reveille,* a weekly newspaper edited by students, was resumed at the University after twenty-five years, it having been published for a short time in 1872. It was a small four-page paper of four columns designed to give news concerning both the student body and the faculty. Its editor-in-chief was Robert Roberts of the class of 1897; and Robert H. Plaisance of the class of 1898 was business manager. The editorial committee consisted of the following: Roger P. Swire, class of 1897; Dudley L. Guilbeau, class of 1896; and W. D. Smith, class of 1898. The first issue appeared January 14, 1897.

Another innovation of the new President was the bringing of the Peabody Normal School to the Uni-

[27] *Recollections.*

versity in the summer of 1897. Colonel Boyd had been deeply interested in teacher training work while he was head of the State Normal School, and in sponsoring a summer normal course at the University he further indicated his understanding of the educational needs of the State. The Normal which lasted four weeks, was conducted by Professor Himes of the State Normal faculty, who had assisted Colonel Boyd in institute work while the latter was president of the State Normal School.[28] The inauguration of the Normal Course was the forerunner of the summer session at the University.

Largely as a result of discontinuing the lower preparatory class, the total enrollment for 1896-1897 was reduced to 220 students, a decrease over the previous year of forty-six.[29] But there were also other causes which affected the enrollment. During the latter part of the previous session, many cadets had left the University "under circumstances that did not encourage their return"; a long and disastrous drouth rendered many parents unable to send their sons to college; the high water of 1897 may have had somewhat the same effect; while the yellow fever panic, which resulted in a delay of two and a half months in the opening of the school, "destroyed what was, per-

[28] *The Reveille*, May 15, 1897, 2.
[29] *Report of the Board of Supervisors*, 1896-97 and 1897-98, 9.

haps, the highest prospect for a large opening the University ever had."[80] However, the number of students enrolled in college classes was greater than ever before. Some of the classes and class rooms were crowded to capacity. But for the unfortunate prevalence of yellow fever, the total enrollment, Colonel Boyd reported, "would have been nearly, if not quite, four hundred."[81]

At the conclusion of the year's work, Colonel Boyd made several changes in the faculty of the University. Professors Ives, Randolph and Staples handed in their resignations and Thomas W. Atkinson, a member of the faculty, Allen W. Jeardeau and Dr. W. H. Dalrymple were appointed to the positions thus made vacant.[82] Later, Lieutenant Lutz Wahl was named Commandant of Cadets to succeed Lieutenant Gallup who had died in New York from injuries sustained in an accident.[83] Ruffin G. Pleasant, a graduate of the University, was appointed Assistant Commandant and Instructor in the Sub-Freshman Department, and C. V. Cusachs was appointed an Instructor of Spanish and of the Sub-Freshman class.[84]

[80] *Ibid.*, 7.
[81] *Idem.*
[82] *Boyd's Diary*, Dec. 27, 1897.
[83] *Idem.*
[84] *Idem.*

Acting upon the authority of the Board, Colonel Boyd also made several other important changes. These included the requirement that all student fees be paid upon registration; that an annual fee of $2 be charged for the purchase of medicine; and that the University provide furniture for the rooms of the cadets instead of their having to furnish their own, as they had been required to do, and that they be charged $5 for the service.[35] He also proposed that applicants known to be undesirable be refused admittance to the University. But the most far-reaching proposal perhaps was the request that the system of scholarships be extended to permit the cadets to do some of the work about the buildings and grounds so that they might defray in part their expenses while attending the University.[36]

Although his first year as president had been fairly satisfactory, Colonel Boyd was not altogether pleased with the progress made. He felt that the University needed to be brought to the attention of the public. Therefore, during the summer of 1897, he wrote many letters to his friends throughout the State, pointing out the need for support of the state institution, and sent Professors Charles E. Coates

[35] *The Reveille*, July 3, 1897, 7.
[36] *Idem.*

and Thomas W. Atkinson of the University faculty on short canvassing tours.[37]

Despite the yellow fever epidemic, which delayed the opening of the University until December 1, the session was begun with nearly 200 students.[38] The number grew rapidly and soon the institution had as many students enrolled as registered the whole of 1896-1897.[39] Commenting on the satisfactory showing made so early in the session, *The Reveille* stated:[40]

> Nothing speaks better for the University than the fact that we now have on the rolls as many students as registered the whole of last year. This when brought to face with the drouth, the high water, the quarantine, and the opening of the school so close to the Christmas holidays goes far to show how much confidence the people of Louisiana have in their school—the University. This then being the case may we not reasonably hope for at least 400 students by the 1st of January.

The hope for 400 students, however, was not realized for several years. But Colonel Boyd, though obviously interested in the enrollment, was more deeply concerned about standards of scholarship. In his report to the Board of Supervisors, he stated:[41]

> A large attendance is a good thing for this or any other State University, but it will not be the policy of the University au-

[37] *Boyd's Diary*, Dec. 27, 1897.
[38] *Idem.*
[39] *The Reveille*, Dec. 18, 1897, 2.
[40] *Idem.*
[41] *Report of the Board of Supervisors*, 1896-97 and 1897-98, 7-8.

thorities to encourage attendance at the expense of scholarship. One thoroughly trained and equipped graduate can be of more service to the State than a score of crude boys who have merely drifted through a loose and illogical course of study. And while every effort will be made to advertise the advantages of the University with a view of influencing large numbers to avail themselves of the opportunities it offers, rigid requirements for entrance, for continuance in the University, and for graduation, will be strictly enforced. It is not necessary that this institution, in order to be a University, shall have five hundred, or three hundred, or even one hundred cadets; but it is necessary, in order to accomplish the greatest good that every cadet shall be a student—ready to receive and eager to acquire college training, and a gentleman—quick to apprehend and anxious to fulfill every obligation of conduct and of study imposed upon him as a loyal member of an institution whose sole purpose is to give him the highest development—physical, mental and moral—of which he is capable. To this high ideal of cadetship, the efforts of the University will be constantly directed.

By the end of the session of 1897-1898, the enrollment had reached 249, an increase of twenty-nine over the previous session.[42]

Colonel Boyd recommended that the office of Director of Athletics be abolished until the University could secure more funds to develop the department. This was done, and by authority of the Board, the President appointed Professor Himes principal of the Sub-Freshman Department, dropping Jeardeau who

[42] *Idem.*

had "proved a failure as a teacher and accomplished little in the field of athletics."[43] Professor Himes had become connected with the State Normal School in 1891, during the administration of Colonel Boyd, and he had proved so valuable there, particularly in institute work, that Colonel Boyd shortly after returning to the University had resolved to secure his services if possible.[44] He had previously made Professor Himes an attractive offer, but the latter's salary at Natchitoches was increased and he declined to leave the Normal.[45] His coming to the University in 1898 was the beginning of a career of long service at the state institution.

It was while Colonel Boyd was in the midst of working out these perplexing problems for the University that the Spanish-American War broke out. Ever ready to serve his country, Colonel Boyd proposed to organize a regiment to be composed largely of former cadets of the University and to be known as "The Louisiana Cadets." His call for volunteers, issued May 14, 1898, follows:[46]

The President of the United States will probably issue another call for troops from Louisiana and the Southwest, under the provisions of the bill authorizing the enlistment of ten

[43] *Boyd's Diary*, Oct. 9, 1898.
[44] *Ibid.*, May 4, 1897.
[45] *Idem.*
[46] Boyd MSS.

thousand additional volunteers to serve in the war against Spain. Through its representatives among the officers and men of the two Louisiana regiments already mustered into the army, the University has responded nobly to the first call of the President; and it is the sentiment of the University that an equally prompt response should be made to the second call.

It is my wish, therefore, to organize a regiment to be composed largely of former cadets of the Louisiana State University, and to be known as THE LOUISIANA CADETS.

It is believed that such a regiment, organized in Baton Rouge and encamped and drilled on the University grounds until ready for duty in the field would be in excellent condition for effective service in the Cuban campaign; while the experience of the officers of the University in looking after the health, comfort and general welfare of cadets would tend to mitigate, for this regiment, the hardships of service in the field and the sickness incident thereto. In war, sickness is more to be dreaded than battle; disease is more deadly than the bullet.

Those who intend to respond to the second call of the President and who wish to enlist with the cadets of the Louisiana State University, are earnestly requested to send me their names at once.

Volunteers will be received between the ages of eighteen and forty-five; but applicants under twenty-one years of age will not be accepted without the consent of their parents or guardians. In the event that any whole company offers its services, every effort will be made to secure recognition by the war department of the company organization.

Sons of the veterans who followed Beauregard and the Johnstons, Jackson and Lee, come and sustain the glorious record of the Louisiana soldier! Here at this great State and National

military school, we have been trained for just such national emergencies as this. Our great country calls us; let us not be found wanting!

Governor Foster recommended to the War Department that Colonel Boyd be commissioned Colonel of the regiment, which was to be known as the "Third Louisiana Regiment," and Lieutenant Wahl, Lieutenant-Colonel.[47] Colonel Boyd's appeal for volunteers received wide response and about 4,000 answered the call to arms.[48] Recruiting went on rapidly, and many of the officers, both commissioned and non-commissioned, were assigned almost immediately upon enrollment. But when Governor Foster offered Colonel Boyd's regiment, upon the occasion of President McKinley's third call for volunteers, the War Department declined to accept it, insisting that 660 privates be enlisted to fill the First and Second Louisiana Regiments to the maximum strength.[49] The plan, therefore, failed to materialize. In any event, the war was over so quickly that it is doubtful if the regiment would have seen active service. The list of those who offered their services contains the names of many prominent alumni of the University.

[47]P. F. Herwig, Chairman of the Republican State Central Committee, to Secretary of War R. A. Alger, May 31, 1898, Boyd MSS.
[48]*Boyd's Diary*, Oct. 9, 1898.
[49]*Idem.*

At the close of his second year as President, Colonel Boyd again took stock of his accomplishments. Leading the list of improvements referred to in his report to the General Assembly was the change that had been made in the courses of study which had been modified with the view of concentrating the attention of students on fewer subjects. Six new regular courses and several special courses were added, and the work of the different departments was held up to a high standard of thoroughness and completeness.[50] The old course of study in Mechanics and Civil Engineering was divided into two separate courses, one of Mechanical Engineering, and the other of Civil Engineering. A Commercial Course extending over a four-year period was also established, and a Lyceum Course was begun.[51] The living expenses of the cadets had been reduced from $138 a year to $125, and in keeping with the proposal of the previous year, the number of students employed in positions in the University to help pay their expenses was increased.

Realizing the value to the University of its alumni, in whom he had always manifested a deep interest, Colonel Boyd took steps as soon as he became President to bring them into closer affiliation with the

[50] *Report of the Board of Supervisors*, 1896-97 and 1897-98, 11.
[51] *Ibid.*, 9-11.

institution.[52] He believed that close ties of loyalty and affection should bind the former students to their Alma Mater. To him, the University was like one large family with community interests, and when the welfare of the institution was at stake their support should be accorded for the asking. His action in bringing them into closer contact with the University in many respects was one of the most far-reaching of his entire career, for the alumni brought support to the University at times when no other type of aid could have tided it over the crises in its history. His interest in the alumni continued throughout his long life time.

Commenting on the progress of the University for the session of 1897-1898, the New Orleans *Picayune*, in summarizing the year's work, had the following to say:[53]

> The session which has just closed was in many respects one of the most remarkable in the history of the University. Had it not been for the yellow fever scare, there would probably have been nearly 400 students in attendance. Opening as it did on the first of December, there were nevertheless 250 students enrolled, some of whom came from California, Pennsylvania, Mis-

[52] "The Society of the Alumni" had been organized during the session of 1868-1869, but the interest of the alumni had seemed to lag until it was rejuvenated by Colonel Boyd.

[53] Editorial in the New Orleans *Picayune*, reprinted in *The Reveille*, June 23, 1898, 7. The officers referred to were at the time attached to the two Louisiana regiments which were engaged in the Spanish-American War.

sissippi, Alabama, Arkansas, Tennessee, Mexico and Cuba. These latter were attracted mainly by the opportunity offered for the study of the agriculture, manufacture and chemistry of sugar. There was an increase of thirty over the last session of 1896-1897 in spite of the disadvantageous circumstances. It was first intended to close July 13, but by doing away with the Christmas holidays, and by doing some work on Saturday, it was found that the senior class could be brought to graduation by June 29, which was accordingly done.

One very noticeable feature of the session has been the result of the thorough sanitary inspection to which the barracks have constantly been subjected. According to the report of Dr. T. J. Buffington, surgeon in charge, the health of the corps has been almost perfect, there having been not a single case of serious illness. This unusual good health he attributes not only to the naturally favorable conditions of the locality, but also to the pure food, the pure water, and the gymnastic system. These results are largley due to the untiring energy and wide experience of Colonel Thomas D. Boyd.

A careful survey of the reports of the various departments shows that the graduates of the University are in constant demand for engineering and chemical enterprises, as well as for school positions, the demand being largely in excess of the supply, particularly in chemistry and engineering. It is a gratifying matter to the authorities that the record of the graduates is proving as should always be the case, the best advertisement for the University.

But perhaps the feature which has been most gratifying is the position taken by the cadets and the ex-cadets in military matters. Colonel Stevens, Lieutenant Colonel Pleasant, and Colonel Wood are all alumni, while the other officers of the

Louisiana Regiments are drawn largely from the same source. These young men have been educated by the state to meet just such emergencies as have arisen in the present situation (the Spanish-American War). It was expected that they would meet all demands made on their skill or their courage, but the unanimity with which they have come to the front has surpassed expectations. The estimation in which graduates are held by the military authorities is well illustrated by the fact that two members of the present graduating class have been appointed lieutenants in the United States army. These appointments were unsolicited.

The legislature now in session has recognized these facts by an increased appropriation, and as the growth of the institution has resulted in the overcrowding and cramping of the laboratory facilities, it is proposed to erect a new building for the purpose of remedying this deficiency. The crowding is largely due to the remarkable growth of the college department of the University. During the past session there have been more college students than ever before in the history of the institution. Taking it all in all, the people of Louisiana have every reason to congratulate themselves on the showing made by their State University. It is certain that the President and those in charge of the Departments have spared neither time nor energy to bring this success about, and such a crowning of their efforts is a reward worth working for.

Taking into consideration the difficult situations with which he had to deal, Colonel Boyd's first two years as President of the University may be regarded as highly successful. Despite his eight years of ex-

perience as head of the State Normal School, he found his new task more trying than his work at Natchitoches had been. In addition to the usual routine matters pertaining to finances and the operation of the institution, he had to deal with a group of cadets who, by reason of lax discipline, were unused to strict obedience to University regulations and to whom mutiny was often more than a mere threat. The disciplinary problem by all odds was the most serious with which he had to contend. The strict enforcement of the military rules required all the tact and determination and understanding which experience had taught him to keep peace in the cadet corps.

Colonel Boyd's thoroughness in threshing out problems, his careful consideration of details, his fairness in dealing with students and faculty, and his devotion to duty had captured the admiration of all those connected with the institution as well as those interested in its welfare. Again he had assumed a task under the most trying circumstances when the slightest relaxation in effort might have brought failure, and again he had succeeded.

Chapter IX

Surmounting Financial Obstacles

THE MOST SERIOUS drawback to the progress of Louisiana State University was the lack of funds. The constitutional limitation restricting to $10,000 the amount which the Legislature could appropriate annually for maintenance purposes was a barrier that had to be removed if the University was to grow and expand with the increase of students and the demands made upon the institution. Colonel Boyd set about to change this restriction, and in the Constitutional Convention of 1898, the limitation was raised to $15,000 a year. Therefore, the amount provided by the Legislature for the support of the institution prior to 1898 never exceeded $10,000 a year, and in 1898 only $12,000 was appropriated. In asking for larger appropriations, Colonel Boyd on one occasion stated:[1]

> As the head of the system of public education, the University stands for the education of the whole people. And it is a truism of educational history that no state has ever developed

[1] *Report of the Board of Supervisors, 1896-97 and 1897-98*, 15.

a complete and efficient system of public schools without making liberal provisions for her colleges and universities.

And again in a later report he emphasized the needs of the growing institution, the enrollment of which had reached 370 students, in the following words:[2]

Although it has not been possible for Louisiana to give her State University such large sums as have been expended upon similar institutions in richer states, the State has done what she could, and the Board of Supervisors have made good use of the funds at their disposal. But the University has reached a point in its growth where it can no longer accommodate and properly instruct the young men applying for admission to its classes without much larger revenues than it has had in the past . . . Under the financial management of recent years, Louisiana has ceased to be poor, and it may well be questioned whether the State could use her surplus funds to greater advantage than by giving her State University the means to reach the highest development of which such institutions are capable.

. . . Indeed it is difficult to see how the University can meet the requirements of the next two years on the constitutionally limited appropriations for support unless special appropriations are made for the several departments of study.

Writing to *The Reveille* concerning the constitutional limitation on appropriations for the University, a senior student, after referring to the large number of Louisiana men who were educated outside the State and the serious effect this had on the devel-

[2] *Ibid.*, 1898-99 and 1899-1900, 12.

opment of the State's own educational institutions, made the following comment:[3]

> The University of the State can only be what the state makes it. It cannot rise above the standard of the people. If the people through a constitutional convention limits its allowance to $15,000 a year, it is bound to remain a $15,000 University. Whatever does not progress has a retrograde movement, and if the people of Louisiana so limit the revenue of its University that it cannot be nourished and strengthened with advancing years how can they expect it to progress?
>
> . . . The following biennial appropriations of the following states for their Universities with that of Louisiana do make an "odious" comparison: Michigan, $800,000; Wisconsin, $770,000; Minnesota, $700,000; California, $660,000; Illinois, $550,000; Ohio, $504,000; Pennsylvania, $1,000,000.

Louisiana, restricted to an appropriation of not more than $15,000 a year, did suffer by comparison.

The increase in the number of instructors had not kept pace with the growth in student enrollment.[4] To secure and hold the best men it was necessary to pay them larger salaries than most of the University professors were receiving. The salary schedule was "ridiculously low." Even as late as 1910, the maximum professor's salary was $2,500, which was considered low for the head of a University department. Only three received this maximum; one got $2,300;

[3] *The Reveille*, May 21, 1898, 1. The name of the student was not given.
[4] *Report of the Board of Supervisors*, 1900-01 and 1901-02, 13.

one, $2,200; three, $2,100; six, $2,000; while the rest of some sixty professors, instructors and officers fell below $2,000 and the majority of them very far below.[5]

Colonel Boyd was fully aware of the University's lack of funds and its inability to provide a better salary schedule. Referring to the need for larger appropriations for the maintenance of the University, he stated in one of his reports to the Legislature:[6]

> The crying need of the University at this time is an increase in the funds available for the payment of salaries. Not only are more professors needed, but the salaries of the present faculty are in the main much lower than are received at other state universities. It is not every man who will continue to put forth his best efforts when he feels that his services are not receiving proper recognition, and when the future holds out no hope of relief. As the state appropriation for support has reached the constitutional limit of $15,000 per annum, and the national endowment funds cannot be increased, the only way to relieve this condition is to confine these funds as far as possible to the payment of salaries and to make larger appropriations for the special items of expense that must be paid out of the funds for support and endowment funds in case such special appropriations are not made.

Since the Legislature had been making the maximum appropriation allowed under the constitution, only one thing remained to be done—to remove alto-

[5] *Ibid.*, 1908-09 and 1909-10, 22.
[6] *Ibid.*, 1902-03 and 1903-04, 11-12.

gether any limitation on the amount that could be provided for the University's use. Colonel Boyd felt that the requirements of the institution should be the determining factor in the making of appropriations and he continued his efforts to have the restriction removed. During the legislative session of 1904, he induced friends of the University in the Legislature to introduce a constitutional amendment to abolish the limitation. This proposed amendment was passed, submitted to the voters and approved in November, 1904. The adoption of this amendment was a great victory for the University. The institution immediately profited by the removal of the constitutional restriction, for the Legislature at its next session increased the annual appropriation for maintenance purposes to $25,000.

Still the financial situation was far from satisfactory. At each session of the Legislature Colonel Boyd was confronted with the thankless task of getting money for the University. And each appropriation was made after the President, with characteristic persistence, had used all the persuasive powers at his command to secure support for the institution. Had the University been the only state-supported educational institution seeking funds, the problem would have been less complicated. But Louisiana had three other state schools to support, two of which—Louisi-

ana Polytechnic Institute then known as Louisiana Industrial Institute and Southwestern Louisiana Institute established as Southwestern Louisiana Industrial Institute—only recently had been established, and these were asking for their share of the available money. Getting increased appropriations under such circumstances was a difficult task requiring diplomacy as well as a sympathetic understanding of the situation.

Colonel Boyd called upon the alumni, personally and by letter, to use their influence in securing support for the University in its request for larger appropriations. Some of them were members of the Legislature upon whom he relied especially for assistance. He also kept in touch with other influential friends and members of the Legislature. His wide acquaintance with prominent men of Louisiana, both in professional and business fields, was of great value to him. He had been closely associated with many of these leaders in various ways for more than twenty years; some of them were his classmates; some he had taught in the University; others he had come to know through his brother, David; and still others he had known during his administration at the State Normal School both as president and as director of the teachers' institutes. Without their combined aid Colonel Boyd's efforts would have been in vain. The

future growth and development of the University at times depended upon the dogged support of a group of staunch friends of the University who biennially fought for funds, weathering as best they could the attacks of demagogues who constantly and tenaciously opposed the state institution.[7]

Colonel Boyd was not always successful in getting the money he asked for, or that the University needed, and the institution's growth was retarded by the lack of sufficient funds. The necessity of his having to call at regular intervals upon the Legislature for support and the uncertainty of favorable action by that body were not conducive to the rapid development of the University. So long as it was forced to rely solely upon appropriations for maintenance purposes it would be handicapped.

As early as 1906 Colonel Boyd recommended to the Legislature that a small state-wide tax be assessed for the support of the University.[8]

> It is becoming more and more the custom to provide for the support of state universities by setting aside for their use a definite fraction of the tax on all the property in the State. In fact, it may be questioned whether any university can be developed to the highest grade of efficiency so long as it is dependent for support upon variable appropriations. Plans requiring many years for their consummation are often necessary, and

[7] *Recollections.*
[8] *Report of the Board of Supervisors,* 1906-07 and 1907-08, 18-19.

such far-reaching plans cannot be based on an uncertain fluctuating income that may be large one year and small the next. This University, recognized in the fundamental law as the State University of Louisiana, and fixed in its domicile by the magnificent gift of the National Government, is to be for all time the State's great institution of higher learning; but there can be little permanency in its aims, purposes, and operations unless there is some degree of permanency in its income. This can best be secured by a fixed tax, producing a revenue that will increase in direct proportion with the increased prosperity of the state.

The University of California receives annually the proceeds of a tax of one-fifth of one mill on the assessed valuation of all property in the state; the University of Colorado, two-fifths of one mill; the Colorado Agricultural College, one-fifth of one mill; the University of Indiana, one-tenth of one mill; the Agricultural and Mechanical College of Indiana, one-tenth of one mill; the Iowa Agricultural College, one-fifth of one mill; the University of Michigan, three-eighths of one mill; the University of Nebraska, one mill; the Agricultural and Mechanical College of North Dakota, one-fifth of one mill; the Ohio State University, sixteen-hundredths of one mill; the University of Wisconsin, two-sevenths of one mill; and the University of Wyoming, three-eighths of one mill.

In addition to the proceeds of the mill tax, every one of the above institutions receives more from other sources than does the Louisiana State University.

I would respectfully recommend that a constitutional amendment be submitted to the people setting aside for the support of this University an annual tax of one-fifth of one mill on the dollar of the assessed valuation of the property of the state.

Under the present assessment this would yield about $94,000 per annum, but it would increase with the growth of the state, and might supply all the needs of the University—for buildings as well as support.

A proposed constitutional amendment making provision for the tax was introduced in the Legislature by Representative H. P. Gamble of Winn Parish, but the measure was not pressed because the friends of the University found it necessary to devote their time and attention to the fight to prevent Tulane University from securing state appropriations.[9] In addition, Colonel Boyd was quite busy in securing appropriations for the University both for maintenance and building purposes. He had little time for other things. Believing that the State was in a condition to do for the University what so many of the progressive states had done for their state institutions, Colonel Boyd in 1908 again strongly urged that a constitutional amendment be approved making possible a permanent income or endowment for the University.[10] Typewritten copies presenting his reasons for such a recommendation were made available to the members of the Legislature and others interested in the proposal. Such a constitutional provision, he pointed out, would insure the state institu-

[9] *Memorandum*, Boyd MSS. A detailed account of the long controversy with Tulane University is given in a subsequent chapter.
[10] *Idem.*

tion adequate finances "because the fund increases in direct proportion to the increase in prosperity and population of the State." And this, said he, was the "proportion in which the State University should progress and develop." The proposed amendment, he continued, would not work injury to any other state institution, but on the contrary, with the State University removed from the biennial scramble for appropriations, might enhance their chances of securing what they needed. Concluding his remarks, he stated:[11]

> The history of education will bear out the assertion that no state or country has ever developed a complete or adequate system of public schools unless there has been established and developed in that state or country a University or a college of high grade. Long before the modern common school was dreamed of, great universities flourished in Europe, and sent out highly educated men, whose learning was an inspiration and an incentive to the people to strive for universal education.
>
> The young men who attend the Louisiana State University are to be leaders in thought and action in the future, and it should be the pride of the State to give them as good training as any other state gives her sons. They deserve the strongest courses of study, given by the ablest men, with the assistance of the finest apparatus and the best laboratories and libraries that this country can afford.
>
> A University professor should not only be what every teacher should be—a man of liberal culture and wide information, but

[11] *Idem.*

he must be a specialist—a man who devotes his life to some one line of study and investigation, so that he may be able to present his students the latest results of research in his chosen field. He should know something of everything, and everything of something. Such men cannot be secured or retained unless they can be assured at the outset that their salaries will be gradually increased to an amount that will enable them to live in comfort free of all fear of want, and that they will be given the expensive modern appliances upon which the success of their departments depends.

When a university receives at stated periods just enough money to keep its head above water, and is confronted always with the fear that this meager support may be reduced at any session of the General Assembly, it can offer no inducements to able and ambitious young men to accept its professorships, and cannot make plans for the future that will assure them of a chance to win honor and renown in their chosen profession. Surely no University can accomplish the best results when its progress must be stopped and its plans held in abeyance for several months every two years, while it waits to ascertain what its income is to be.

Though Colonel Boyd's proposal for a state tax received no more serious consideration in 1908 than it did in 1906, he did not lose sight of his plan, biding his time until conditions seemed favorable for pressing it. But at each session of the Legislature, some obstacle arose to thwart his purpose.

Meanwhile, the continued growth of the University produced a constant financial problem. Appro-

priations for support were not being increased in proportion to the advance in enrollment, and it was becoming more and more difficult to convince the Legislature of the need for larger sums to operate the institution. The amount provided in 1915-1916 for the support of the University was only fifteen per cent more than it had been six years previously though the annual attendance of students had increased about 100 per cent during the same period.[13] The University was educating its students at less per capita expense than any other southern state university.[18] The University needed larger revenue if it was to continue to give satisfactory service to the people of Louisiana. It was endeavoring to do the work of a great university "with little more than the income of a small college."[14] It had again completely outgrown its buildings and grounds.

Its faculty was too small for the number of students it was called upon to instruct. Many of the professors were overworked; all of them were underpaid, and it was growing more difficult to retain them at the University with the low salary schedule. Several had already left the institution for positions

[13] *Report of President Thomas D. Boyd to the General Assembly*, May 29, 1916. (Cited hereafter as *Boyd's Report to the General Assembly.*)

[18] *Report of President Thomas D. Boyd to Governor Luther E. Hall*, March 29, 1915. (Cited hereafter as *Boyd's Report to Governor Hall.*)

[14] *Boyd's Report to the General Assembly*, May 29, 1916.

paying from twenty-five to 100 per cent more salary, and the institution was likely to lose more.

From its establishment in 1860, the University had never had an income equal even to the incomes of institutions of similar character and size in other states, and it did not bear favorable comparison in this respect with colleges and universities with which it had to endeavor to keep pace.[15] The estimated per capita cost, presented in the report of the United States Commissioner of Education for 1914, of educating college students was $335.57. The per capita cost of educating L. S. U. students in 1916 was $212, or only sixty-three per cent of that of the average.[16]

Colonel Boyd asked the Legislature in 1916 to appropriate $250,000 for the biennium for maintenance purposes, an amount only twenty-five per cent in excess of that appropriated six years before though the enrollment had increased 100 per cent.[17] At the same time, he reiterated the need for a state-wide tax for the support of the University.

In the following year Colonel Boyd, in one of his reports, again proposed a state tax to insure an income for the University and to do away with the "hand-

[15] *Report of Thomas D. Boyd, President of the Louisiana State University and Agricultural College, to the Board of State Affairs*, Nov. 29, 1917. (Cited hereafter as *Boyd's Report to the Board of State Affairs.*)

[16] *Ibid.*

[17] *Boyd's Report to the General Assembly*, May 29, 1916.

to-mouth" policy which inadequate and uncertain appropriations had produced.[18] After discussing at length the needs of the institution, Colonel Boyd again emphasized the necessity of larger appropriations for support to enable the University to pay its teaching staff better salaries and to give them better facilities for instruction. In conclusion, he stated:[19]

> Our professors are underpaid and overworked in comparison with men doing similar work in other universities. The best proof of this is our difficulty in keeping them. Our ablest men are apt to leave us unless they are bound to the state by something stronger than pecuniary ties. The University is rapidly gaining the reputation of being a good training ground for professors for other universities. Only last year our professor of Mechanical Engineering gave up a $2,200 salary here to accept a $5,000 salary in Cuba; our professor of History left a $2,300 salary here to accept a salary of $3,000 and a house at Vanderbilt University, with a guarantee that he would have only ten hours a week of lectures and could devote the rest of his time to historical research and authorship; one of our professors of law, whose salary was $2,300, accepted a salary of $3,500 in New York; and we can seldom hold our young graduates in instructors' positions longer than one or two years. This constant changing of professors and instructors is almost a calamity.

By this time, however, the attention of Louisiana and the rest of the nation was centered on the great conflict in Europe and the preparations this country

[18] *Boyd's Report to the Board of State Affairs*, Nov. 29, 1917.
[19] *Ibid.*

was making to enter it. Hundreds of the University's students and former students had entered the service, and there was little interest in providing a permanent income for the institution. Colonel Boyd's recommendation again went unheeded.

Still intent upon providing a permanent income for the University, and for the other state supported institutions, Colonel Boyd in 1918 recommended that a sum equal to one-third of one mill on a 100 per cent assessment be appropriated out of the general fund for the maintenance and support of the University, the State Normal School, Louisiana Polytechnic Institute, and Southwestern Louisiana Institute, apportionment to be in the proportion of thirty-six per cent to L. S. U., twenty-four per cent to L. S. N., twenty-one per cent to L. P. I., and nineteen per cent to S. L. I.[20] He also proposed a constitutional amendment providing for a bond issue of $3,000,000 for buildings and other permanent improvements of the four state educational institutions, the apportionment to be made on a similar basis as suggested for support. But his proposal was not seriously considered.

It was not until fifteen years after the recommendation for a state tax was first made by Colonel

[20] *Boyd's Report to the Board of State Affairs*, February, 1918.

Boyd that it became a reality. In the Constitution of 1921 was incorporated a provision for a tax of one-half mill to be dedicated to the use of the University. Colonel Boyd felt that at last the question of support for the University was settled permanently.[21]

Colonel Boyd's success in providing funds for a growing institution, despite great obstacles and at a time when the State was badly in need of educational development, is one of the outstanding achievements of his long career. Obviously, there could be little growth, little expansion in any direction, regardless of Colonel Boyd's ambitions, without adequate support. Securing this support was of paramount importance. Colonel Boyd not only provided well for the maintenance of the University, but he also se-

[21]However, the plan of a state tax for University support did not operate as successfully as it was intended it should. Even at the time the Constitution of 1921 was being written, many of the states which had long since made such provision were finding it necessary to go again before their legislatures to ask for additional funds.

In most instances, the original tax fraction was too small. Then, too, the advocates of the state tax plan had no way of foreseeing the unprecedented student enrollment which flooded colleges and universities immediately following the World War.

In the case of Louisiana State University, its rapid growth in enrollment with the decrease in state assessments caused by the economic "depression" made it necessary for additional provisions to be made in 1932 and again in 1934 for the support of the institution. *Cf. Biennial Report of the President of Louisiana State University and Agricultural and Mechanical College to the Legislature of Louisiana*, 1930-1932, 1932-1934.

cured thousands of dollars for building purposes which, over the ten-year period, 1900-1910, transformed the institution almost as much as it was later changed by the removal to the new site south of Baton Rouge.

Chapter X

Rebuilding the University

WITH THE steady growth of the University, the need for additional facilities to accommodate the increasing enrollment of students was almost as imperative as was the demand for maintenance funds. Of the twenty-six buildings which constituted the total number when Colonel Boyd assumed the presidency in 1896, all but one had been built thirty years or more before, and practically all required renovation. Not originally designed for educational purposes, the buildings had not been altogether desirable when the University occupied them in 1886, and by 1896, the necessity for additional quarters was urgent.

With the exception of a few minor structures, the State had expended nothing for housing facilities for its University since the construction of the old Seminary Building in 1859. For sixteen years after the destruction of the Seminary Building in 1869, the institution had been domiciled in the building of the School for the Deaf before it was removed to the

barracks buildings on the north side of Baton Rouge. There had been but few small additions to the structures already standing. Thus, for a period of forty-seven years Louisiana had provided almost no money for University buildings. But the time had come when the institution could no longer be confined to its inadequate quarters. They had been definitely outgrown.

The cost of keeping the old buildings in good condition was increasing. There were more than two miles of fences to be kept up, and the necessity for repairs was always urgent. The appropriations made by the Legislature for the session of 1896-1897 for repairs and improvements had been expended in renovating the wash house, mess-hall and kitchen; turning the open pavilion into a closed lecture hall; improving the sewerage; wiring for electric lights; reflooring the ground floor rooms; replastering some of the walls; building a covered way between the mess-hall and the hospital; repairing the residences of the President and the Commandant; and in small repairs of almost daily occurrence. But much remained to be done. The barracks buildings needed repainting; the thin wooden partitions between the cadets' rooms needed to be made sound proof; and bath rooms and closets were lacking. Keeping up the old buildings was expensive and was growing more so

each year. Certainly it would have been more logical, if not more economical, to spend the money being used each year for repairs for new buildings.

Pointing out the need for better facilities, Colonel Boyd stated in his report to the Legislature:[1]

A glance at the buildings will convince any intelligent observer that the best results can not be secured until the scientific departments, especially of physics, chemistry and mechanics, are provided with better quarters.

In 1896 the General Assembly, recognizing the necessity for a "building for class and laboratory purposes," appropriated $20,000 for that purpose, "said sum to be paid out of the proceeds realized by the sale of certain property belonging to the State of Louisiana," situated on the corner of Church and Florida Streets in Baton Rouge which the Governor was authorized to sell for not less than $20,000. This sum could not then, and can not now, be secured for the property; and I would respectfully recommend that the Governor be empowered to sell the property for what it will bring, and to turn over the proceeds to the University for building purposes.

No institution of learning can keep abreast of the age without constantly adding to its library and replenishing its apparatus. No special appropriation has been made for these purposes for many years; but the departments have been kept fairly well equipped by means of laboratory fees and such part of the appropriations for support as could be spared for this purpose. Still much costly apparatus is called for by the professors, and the indications are that many more desks and seats will be required for the coming session. To assist in meeting such drains

[1] *Report of the Board of Supervisors*, 1896-97 and 1897-98, 14.

upon the funds intended for support, I would suggest that it would be well to amend the charter of the University so as to empower the Board to charge tuition fees for the students from other states pursuing special courses of study.

In his next biennial report to the Legislature, Colonel Boyd strongly emphasized the requirements of the growing institution, pointing out that Louisiana had ceased to be poor and that the State should follow the example of other states in providing more liberally for her State University. Louisiana could not use her surplus funds to greater advantage, he stated, than by giving "her State University the means to reach the highest development of which such institutions are capable."[2]

At this time an event of peculiar significance in the history of the University occurred, marking the beginning of a broad building program which was continued over a period of ten years or more, the end of which saw the institution completely transformed. It was the gift to the University of $10,000 made by William Garig for an assembly hall, known as "Garig Hall," the first donation of its kind ever made to the institution.[3] Mr. Garig, the vice-presi-

[1] *Ibid.*, 1898-99 and 1899-1900, 12.

[2] *Report of the President of Louisiana State University and Agricultural and Mechanical College to the Department of the Interior, Bureau of Education*, June 30, 1900. (Cited hereafter as *Report to the Bureau of Education.*)

dent of the Board of Supervisors, was one of Baton Rouge's wealthiest citizens, and was deeply interested in the progress of the University. His donation provided a large, unpretentious structure made of red brick and located south of the Commandant's home. It was not only the first gift but also the first building to be constructed in the area immediately to the right of the main entrance to the University grounds. The building was completed during the session of 1899-1900.

A short time later, January 7, 1902, John Hill, an alumnus of the University and for many years a member of the Board of Supervisors, gave $25,000, which he later increased to $33,000, for the erection of a new library building as a memorial to his son, John Hill, Jr. Ground for the erection of the building was broken with appropriate ceremonies in May, 1902. A large assembly of State and University officials, faculty members, students, and alumni gathered for the occasion.[4] Following an address by Dr. C. Alphonso Smith, head of the Department of English at the University, on the value of libraries in institutions of learning, Miss Katherine Hill, representing her father, John Hill, turned the first spade of earth for the laying of the foundation. Governor

[4]*The Reveille*, May 21, 1902, 1.

William W. Heard then threw out the second spadeful, followed by State Superintendent J. V. Calhoun and Colonel Boyd. Henry J. Rhodes, Captain of Company "A", representing the cadet corps performed the same ceremony, after which the University yell was given by the corps, and the ceremonies were closed with a benediction by the Reverend E. N. Evans. The new structure, named "Hill Memorial Library," was located south of Garig Hall and set back from the University drive, forming the center of the group of buildings later placed near it. Built of brick and limestone in artistic design, it was considered the most beautiful building on the campus. It was completed in 1903.

Commenting on the value to the University of the Garig and Hill gifts, Colonel Boyd stated:[5]

> Mr. Hill's gift has only one precedent in the annals of the University, namely, the Garig Hall; and the full meaning of these two generous donations cannot be realized unless we remember that their combined value is greater than the cost of all the buildings erected by the State of Louisiana for the University since its union with the Agricultural and Mechanical College in 1877.

Other gifts to the University at this time were a donation by H. L. Favrot of New Orleans of several hundred volumes of books from the library of

[5] *Report of the Board of Supervisors*, 1900-01 and 1901-02, 16.

his father, Colonel Henry M. Favrot, and the bequest of Colonel Edward A. Pike of Baton Rouge of a number of books to the library.[6]

The Legislature in 1900 had appropriated $25,000 for a new dormitory and mess-hall and by the spring of 1901 the structure was nearing completion. It was a three-story brick building located across the University drive from the Pentagon, and was given the name of "Foster Hall" in honor of Governor Foster.[7] After the completion of the buildings, the hospital, which had been used as a mess-hall, was renovated and restored to its original use.

Again in 1902 the Legislature made an even larger appropriation, $47,000, for the erection of a mechanical workshop and a laboratory for physics and electricity, and during the session of 1902-1903 building activity continued apace.[8] Added to the construction of these two buildings, work was begun on the Hill Memorial Library and in addition, a power house was built and an electrical plant installed at a total cost of about $15,000. With all of these buildings going up at the same time, representing an outlay of some $95,000, Colonel Boyd had cause to feel a deep satisfaction over the success of

[6] *Ibid.*, 1904-05 and 1905-06, 13-14.
[7] *Report to the Bureau of Education*, June 30, 1900.
[8] *Ibid.*, June 30, 1902.

his plans. The mechanical workshop was named "Robertson Hall," in honor of the University's distinguished alumnus, Colonel Samuel M. Robertson, and the physics building was named "Heard Hall" in honor of Governor Heard during whose administration the structures were built. The two buildings were located to the rear of Garig Hall on the east side of the campus. Both were ready for occupancy by the fall of 1903.[9] A power house was built to supply power for the mechanical workshop, for heating the three other new buildings and for lighting all the buildings on the campus. It, too, was completed by the fall of 1903.

Within three years' time another large building went up on the campus, the Engineering Laboratory, a two-story concrete structure adjoining the power house, which was made possible by the sale of certain swamp lands in St. Bernard Parish inherited by the University from the old Agricultural and Mechanical College.[10] It was completed in the fall of 1906, at a cost of $10,000, making a total of six large buildings which had been constructed on the campus in as many years. The Legislature in the same year appropriated $40,000 for a new chemical laboratory and its construction was begun immediately, but the

[9] *Idem.*
[10] *Report of the Board of Supervisors*, 1906-07 and 1907-08, 12.

amount provided was not sufficient and work was discontinued temporarily until the Legislature in 1908 appropriated $30,000, to complete unfinished buildings on the campus, including the laboratory.[11] It was a three-story brick building located between Garig Hall and Heard Hall, the addition of which made a continuous row of four new structures from the University drive to the east side of the campus. It was the most commodious building on the campus and one of the best of its kind in the South.[12]

Colonel Boyd was obviously pleased with the progress the University was making, particularly the development of the Engineering Department of which he was especially proud. Commenting on its growth in the last ten years, he stated:[13]

> There is nothing that shows more clearly the rapid growth of the University than the improvement that has taken place in its facilities for teaching civil, mechanical, electrical and sugar engineering. Ten years ago all instruction in civil engineering, mechanics, physics, electricity and mechanic arts, was given by two professors in two small poorly equipped, one-story buildings. Now these departments have four full professors and four assistants, while their laboratories and workshops occupy three large two-story buildings, besides the power house, and have a good equipment of modern apparatus and machinery. The num-

[11] *Report to the Bureau of Education*, June 30, 1908.
[12] *Ibid.*, June 30, 1909.
[13] *Report of the Board of Supervisors*, 1906-07 and 1907-08, 12.

ber of students taking these courses has increased five-fold during the same period.

Meanwhile, plans had been laid by the Society of the Alumni for the erection of a $40,000 structure as a memorial to Colonel David F. Boyd to be known as "Alumni Hall," funds for which were to be raised by subscriptions from the alumni of the University.[14] Work on the building was begun during the session of 1904-1905, but because of the delay occasioned in securing the necessary money, it was not ready for occupancy until August, 1910, after the Legislature had come to the rescue with an appropriation of $30,000 to complete it and other buildings under construction. Made of pressed brick and stone, it was an imposing building located to the right of the main entrance to the University campus. It was used for administrative offices.[15]

While these major buildings were under construction, other structures had gone up from time to time including a greenhouse and steam laundry, and by 1910 there were forty-eight buildings on the campus of which nearly half had been constructed after Colonel Boyd had assumed the presidency.

[14] *Report to the Bureau of Education*, June 30, 1905.

[15] Alumni Hall was torn down and reconstructed on the new campus in 1934 with labor furnished under the provisions of the Civil Works Administration, a Federal board created as a part of President Franklin D. Roosevelt's recovery program.

The addition of these new buildings contributed materially to the appearance of the campus as well as to the convenience of students and faculty. Particularly did Alumni Hall and Hill Memorial Library, located as they were at the entrance to the University, add to the natural beauty of the grounds. The other structures, placed to relieve the barrenness of the south side of the campus, also helped to give a more impressive character to the institution.

The construction of Peabody Hall, a commodious two-story brick building located to the rear of Alumni Hall, was not begun until the session of 1914-1915.[16] It was a gift of the Peabody Educational Fund, the fourth large building made possible through donations. The building was completed in August, 1915.

The decade, 1900-1910, was marked by the greatest building program for an educational institution that Louisiana had ever witnessed. A new University, consisting of twenty-two buildings, was erected during this period, replacing the old, poorly equipped structures which the institution had long since outgrown. There was no change in site, no break in the daily routine, as year after year, building after

[16] *Boyd's Report to Governor Hall*, May 23, 1915.

building took its place beside others in the broad space on the south side of the University grounds. Perhaps few realized that a new University in fact was rapidly supplanting the old.

The sum expended for the building program approximated $350,000, regarded in those days as a stupendous amount. Although about $75,000 came from donations and $30,000 from the sale of University lands, the largest portion was secured through appropriations which Colonel Boyd biennially wrested from the Legislature. His boldness in asking for larger and larger building funds while at the same time seeking additional sums for maintenance purposes was only equalled by the success of his efforts. The University at last was in a position to grow and expand beyond the expectations of its most optimistic supporters.

Chapter XI

A Decade of Expansion

WHILE COLONEL BOYD was actively engaged in looking after the financial welfare of the University, the enrollment of students continued to grow rapidly. On the opening day of the session of 1898-1899, 239 students registered in the institution.[1] The highest number on any previous opening day was 171. Before the end of the session the total reached 286.[2] Many of the freshmen and some of the sophomores brought diplomas or certificates from high schools and academies, evidence of the development taking place in the State's school system.[3] At the close of the session two students received the graduate degree, and nineteen, the bachelor's degree.[4] During the session of 1899-1900, the student enrollment exceeded 300, an event calling for rejoicing on the part of both the student body and the faculty. The entire University

[1] *The Reveille*, Dec. 10, 1898, 2.
[2] *Memorandum*, Boyd MSS.
[3] *The Reveille*, Dec. 10, 1898, 2.
[4] *Report to the Bureau of Education*, June 15, 1899.

took a holiday.[5] Before the close of the session 325 students had registered.

Commenting on the growth of the University, a Baton Rouge newspaper paid the following tribute to the administrative ability of Colonel Boyd:[6]

> . . . The fine administrative ability of President Thos. D. Boyd, who has ushered in an era of prosperity for the University; the personnel of the faculty, which includes not a few representative men of acknowledged scholarship; and the improved tone of the student body, have made the Louisiana State University the best approximation to the ideal type of the Agricultural and Mechanical College that this country has yet seen . . .

When the enrollment passed the 400 mark during the session of 1901-1902, the University again took formal notice by the suspension of classes.[7] Before the end of the year the enrollment had reached 420, almost double that of 1896-1897, when Colonel Boyd assumed the presidency. The growth for the five years had been as great as that of any other southern state university during the same period.[8] The number of students from foreign countries totaled twenty-one.

[5] *Recollections.*
[6] Editorial in The Baton Rouge *Bulletin*, reproduced in *The Reveille*, Oct. 25, 1899, 2.
[7] *Recollections.*
[8] *Report of the Board of Supervisors*, 1900-01 and 1901-02, 10.

For the next two years the enrollment continued to advance, reaching 458 in 1904-1905, but in the fall of 1905 a yellow fever epidemic, the worst that had occurred in many years, retarded University activities and for a time threatened to end them altogether for the year. The disease, supposed to have been introduced by infected mosquitoes in a fruit vessel from Central America about May 15, was not announced until about July 22.[9] By early September several cases had made their appearance in Baton Rouge, and there was great fright among the people. The city was quarantined, and the opening of the University was delayed because students could not reach the Capital. The scheduled opening date, October 18, was changed to November 1, but when that date approached it was again changed.

Although there were but few recorded cases of the disease, fear was so intense that it was not until the first breath of winter came that the University felt safe in announcing its opening date, December 1. Largely as a result of the epidemic, the enrollment for the session was only 460 students, representing only a very slight increase over the previous year's registration. But beginning with the session of 1906-1907, the steady growth in student enrollment was

[9] *Memorandum*, Boyd MSS.

COLONEL THOMAS D. BOYD AT THE AGE OF FORTY-SEVEN, IN THE PRIME OF HIS LONG AND ACTIVE LIFE.

resumed, which continued without interruption until the United States entered the World War.

With the advance in enrollment, there had been a corresponding increase in the number of courses offered by the University. In 1881-1882, there were only two courses leading to the bachelor's degree; the classical and scientific, and a two-year agricultural course and a two-year mechanical course.[10] In 1888-1889, there were three four-year courses: the literary, mechanical-civil engineering, and agricultural; and a one-year commercial course. In 1894, the Latin-science and general science courses were added; and in 1897, the Audubon Sugar School was transferred to Baton Rouge and the sugar course established. Then in 1899, civil engineering was separated from the mechanical engineering course, and the commercial work was organized into a four-year course. The electrical engineering course was established in 1903; and the pre-medical course and the course in philosophy and education were begun in 1905. Thus, six new courses had been established by Colonel Boyd, offering a wider choice to the rapidly growing student body and attracting many more who otherwise might have gone outside the State for their education.

[10] *Ibid.*

Meanwhile, a regulation had been made by the University in 1904, permitting high school graduates and those who had completed the tenth grade to be admitted to the freshman class without examination; and those who had completed the eighth or ninth grade to be admitted to the sub-freshman department without examination.[11] This change was made possible by reason of the growing number of high school graduates or near graduates who were applying for admission, and it contributed materially toward systematizing registration.

But the establishment of the Law School in 1906 was the most important addition to the University during this period.[12] The demand for a law school had become urgent several years before, but the lack of funds made its operation impossible without charging a tuition fee, which was prohibited by the University charter.[13] The Legislature in 1904 was asked to amend the charter, but it failed to do so, whereupon the Board of Supervisors instructed the faculty to prepare for future consideration a plan for a law school.[14] Two years later, May 10, 1906, the Board approved a resolution calling for the establishment at once of a professional department of

[11] *Ibid.*
[12] *Report to the Bureau of Education*, June 30, 1906.
[13] *Memorandum*, Boyd MSS.
[14] *Report of the Board of Supervisors*, 1906-07 and 1907-08, 10-11.

law. The course of study was arranged after much thought and careful investigation of the needs of Louisiana practitioners. It covered two full college years, embraced all subjects required by the Supreme Court, and was considered "as full and strong as any other law course offered in the South."[15] A good law library was provided, and was maintained by the purchase of necessary Reports, new books and leading law journals. The School opened its doors to students September 24, 1906, with Dr. Joseph I. Kelly as Dean. Only work of the first year was offered in 1906-1907, and the number enrolled was twenty-six while nearly as many more took some law subjects with academic courses.[16] The Law School was recognized, October 6, 1906, by the Supreme Court of Louisiana, and its graduates were thereby entitled to a license from the Court to practice law in Louisiana without additional examination.[17]

Other outstanding accomplishments of the session of 1906-1907 were: the establishment of the School of Agriculture with a two-year course of study; the advance in the requirements for entrance to the freshman class and the abolition of the sub-freshman class; the admission of women to the University; the

[15] *Idem.*
[16] *Report to the Bureau of Education*, June 30, 1907.
[17] *Report of the Board of Supervisors*, 1906-07 and 1907-08, 10-11.

extension of the summer school for teachers from four to six weeks to include courses of study counting towards degrees in the University; and the separation of the chair of history from that of political science.[18]

The most significant change in the courses of study, however, came at the beginning of the session of 1908-1909, when the University was organized into schools and colleges as follows: the College of Arts and Sciences, combining the former literary, Latin-science, general science, commercial and premedical courses; the College of Engineering, offering courses in civil, mechanical, electrical, and chemical engineering; the Audubon Sugar School, offering a five-year course in sugar agriculture, sugar chemistry, and sugar engineering, and special courses along either of the three lines; the Teachers College; the Graduate Department; the Law School; and the School of Agriculture, offering a secondary course of two years which a short time later was extended to three years.[19]

Writing on the progress of the institution, Colonel Boyd stated:[20]

[18] *Ibid.*, 10.
[19] *Report to the Bureau of Education*, June 30, 1909.
[20] *Memorandum*, Boyd MSS.

During the decade since 1898-1899, the enrollment has grown from 287 to 656; the number of students from other states and foreign countries has grown from 21 to 84 despite the fact that students who do not live in Louisiana are charged a tuition fee while tuition was free to all ten years ago. Professors and instructors have increased from 22 to 50; buildings from 29 to 47; term courses of instruction offered from 135 to 335; annual state appropriations from $16,000 to $77,000; and the increase from U. S. land grants, from $25,178 to $33,936. The University has been organized into the following schools and colleges: The College of Arts and Sciences; the College of Agriculture; the College of Engineering; the Audubon Sugar School; the Law School; Teachers College; and the Graduate Courses.

It was indeed a decade of expansion.

As a fitting climax to a period of such remarkable growth, a Semi-Centennial celebration, commemorating the fiftieth anniversary of the establishment of the University, was held in 1910. It was an impressive occasion, with hundreds of distinguished visitors present from all parts of the country. The glories of an institution which, during its fifty years of existence, had undergone the vicissitudes of war and reconstruction and financial deprivation were recounted by Louisiana's most eloquent orators and honored visitors.

Plans for the exercises had been made many weeks in advance by Colonel Boyd and members of the

faculty, aided by Baton Rouge citizens, to make it the biggest event in the history of the University. The three-day celebration was opened January 2 in the University pavilion before the largest crowd that was ever known to attend an affair of a similar nature in Louisiana.[21] The hall was decorated with the University colors; at the rear of the platform arranged for the speakers, "1860" and "1910" stood out in purple and gold letters, while evergreens surrounded the spot.[22] The principal speaker for the opening day was the Reverend Dr. Lyman Abbott, editor of *The Outlook*, who delivered a sermon for the occasion. More than 2,000 persons were present to hear the distinguished scholar.

The following account of the morning's program of the second day of the jubilee was carried by a Baton Rouge newspaper:[23]

> With visitors and alumni present in large numbers, L. S. U. today celebrated the second day of her semi-centennial exercises. The morning was devoted to the holding of the meeting of the Society of the Alumni and the congratulatory addresses from the state and different types of institutions found in this country. His Excellency, Gov. J. Y. Sanders, delivered an address on the part of the state, Prof. Charles Hubbard Judd, dean of the Teachers College of the University of Chicago, for the "En-

[21] Baton Rouge *Daily State-Times*, Jan. 3, 1910, 4.
[22] *Idem.*
[23] *Ibid.*, 1.

dowed Universities"; President Albert Ross Hill, of the University of Missouri, for the "State Universities"; President Paul Brandon Barringer, of the Virginia Polytechnic Institute, for the "Land Grant Colleges"; and President James Benjamin Aswell, of the State Normal School,[24] for the state institutions of Louisiana. United States Commissioner Elmer Ellsworth Brown, who was to deliver the congratulatory address for the nation, was unavoidably detained, but will deliver his address tomorrow at the jubilee exercises.[25]

Previous to the exercises an academic procession was held, participated in by alumni, faculty, student representatives from the different classes, parish superintendents, the prominent visitors and speakers and Governor Sanders. Col. Boyd acted as master of ceremonies.

On the second day also, Colonel Boyd, giving a "Summary—Retrospective and Prospective," briefly sketched the history of the University, dealing at length with the obstacles which it had overcome. Concluding his address, he referred to the progress of the University, particularly for the last ten years, and paid tribute to those men who had so faithfully served its interests:[26]

When one considers the difficulties that have surrounded this University, I think that it may be safely claimed that it has

[24]Afterwards Member of Congress from the Eighth District of Louisiana, 1913-1931.

[25]Afterwards Chancellor of New York University, 1911-1933. He did arrive in time for the third day's exercises, and delivered his congratulatory address for the nation.

[26]Copy of Address, Boyd MSS.

developed as rapidly as any institution could have done under the same circumstances. It is only within the last ten years that it has begun to receive such support as would enable it to fulfill its mission and become a real University for the people of Louisiana. I think its growth in recent years may be best shown by a glance at one or two of its departments. In the year 1889, one professor taught all the English, all the History, Political Science, and the Mental and Moral Philosophy. Now we have three full professors of English, one professor of History, one professor of Political Science, one assistant professor of History and Political Science, two professors of Psychology and Philosophy, and several instructors and teaching fellows assisting in the work of these departments. In 1897 the Engineering work of the University was done by one professor of Physics and Civil Engineering, and one professor of Mechanic Arts and Drawing, in two small, one-room, one-story buildings. Now we have four full professors, three assistants, and several instructors carrying on the work of the special engineering departments, in three large buildings. In fact, there is no more hopeful sign for the future than the disposition shown by recent Legislatures to appropriate funds for buildings for the University. Ten years ago there were twenty-eight buildings on the grounds, now there are forty-seven; then there were twenty-two professors, now there are fifty; then there were 287 students, now there are about 600; then the annual State appropriation was $16,000.00, now it is $77,100; then the income from the Congressional grants was $26,000.00, now it is about $34,000.00.

Throughout its whole career the University has been remarkable for the self-sacrificing devotion of the many strong men who have worked in it and for it. The human soul is not

the only thing that requires the shedding of blood for its redemption. No nation has ever risen, no lasting good has ever been accomplished for humanity, except by the sacrifice of human lives. These lives have not always been lost upon the field of battle. There are heroes of peace as well as heroes of war; and a man who devotes his time and his talents to the benefit of humanity through a long life of service is no less a hero than he who, in a moment of enthusiasm, throws aside all fear and rushes to his death upon the field of battle. Such heroes of peace have made this University what it is, and their devotion has been all the more intense because it was necessarily accompanied by self-sacrifice. The University has never been rich enough to afford adequate remuneration to her professors, but they have worked with the zeal and enthusiasm, not of those who labor for hire, but of men who find their truest reward in the consciousness of duty well done; in the satisfaction of having assisted in the accomplishment of a noble purpose. Should it be the good fortune of the University to continue to be served by such men in the future, as I have no doubt it will be, she will march on to a noble destiny, free from dissensions within, proof against attacks from without.

An impressive event was the banquet held on the evening of January 3, at which Louisiana's distinguished citizens were assembled to pay respect to the memory of the "Builders of the University," the central theme of the program. Ruffin G. Pleasant, an alumnus of the University and a former member of its faculty,[27] acted as Toastmaster.[28] Among the

[27] Afterwards Governor of Louisiana, 1916-1920.
[28] *Daily State-Times*, Jan. 4, 1910, 1.

speakers for the occasion were Philemon Tecumseh Sherman, son of General William Tecumseh Sherman, the first Superintendent of the old Seminary, who responded to the toast, "The First President"; Judge Samuel McCutcheon Lawrason, a member of the Board of Supervisors since 1886, who spoke on "Early Supervisors"; Judge Andrew Augustus Gunby, of the class of 1871, who responded to the toast, "Early Presidents"; Professor Charles Woodward Hutson, formerly Professor of History and English Literature at the University, who spoke on "The Early Faculty"; Judge John Randolph Thornton,[29] who spoke on the "Early Student Body"; Dean Robert Lee Tullis, of the University Law School, who responded to the toast, "The Alumni"; and Thomas H. Harris, State Superintendent of Public Education, who spoke on "The Public Schools of Louisiana."

Judge Gunby, in his address, dwelt on the careers of Presidents David F. Boyd, William Preston Johnston and J. W. Nicholson, all Confederate veterans. Colonel Johnston, Judge Gunby said, had ridden with the staff of the "Commander-in-Chief" during the War; Major Boyd "learned how to economize rations in the valley of Virginia"; and Private Nicholson "solved the problems of calculus while standing sen-

[29]Afterwards United States Senator from Louisiana, 1911-1914.

tinel between the army of Sherman and the army of Johnston." In conclusion, he stated:[80]

> . . . These three men were sons of the old South, but they learned in battle's fateful blaze that the South needed one thing above all others and that her greatest need was education, thorough education; broad education—universal education.

Others who made addresses during the course of the celebration included President Samuel C. Mitchell of the University of South Carolina; W. O. Hart of New Orleans; and Colonel Nicholson and Colonel Prescott of the University faculty.

A portrait of Admiral Raphael Semmes, celebrated Confederate officer who later became a member of the faculty of the University, was presented to the University on the second day of the celebration by the Camp Beauregard Sons of Confederate Veterans; and a portrait of Major James David Workman, a cadet in the old Seminary, given by his brother, Captain James Henry Workman, was presented to the institution by Judge Thornton. When the War Between the States broke out, Workman resigned as a student and enlisted in the Confederate army. He fell in battle in Virginia in 1864, after he had risen from the ranks to Major, the commission for which had been signed on the day of his death. His brother,

[80]Copy of Gunby's address, Boyd MSS.

who had been sent to Pennsylvania after his mother's death to be reared by relatives, joined the Federal army and served throughout the war.

The celebration, praised as a great success, marked the close of another chapter in the history of the University and the beginning of a new era of progress. The University had been brought into existence with the rumblings of secession; struggled through more than two years of the war period; lived through Reconstruction when more than once its existence was threatened; and had slowly advanced when funds for its subsistence were small and uncertain. It had overcome all obstacles and was now facing a promising future.

Chapter XII

Movement for a Medical School

COINCIDENT WITH the establishment of the Law School at Louisiana State University, a movement was begun to organize a medical school in New Orleans to be operated in connection with the University. After Colonel Boyd assumed the presidency, there was discussion from time to time of the feasibility of creating a medical school, the operation of which, like the Law School, was authorized by the charter of the University. It was felt in many quarters that there was need for more professional schools at the University and that a medical school would increase the dignity and prestige of the institution.[1] The movement, Colonel Boyd reiterated, was in no way an act of aggression or hostility toward Tulane University which had continued the operation of the medical school established in New Orleans in 1834.

As early as 1903, the Board of Supervisors took the first step toward the establishment of a medical school

[1] *Memorandum*, Boyd MSS.

but, as in the case of the proposal for a law school, lack of funds prevented any definite action being taken.[2] In 1906, however, a group of New Orleans physicians, sensing the attitude of the Board, organized the "Louisiana College of Medicine" of which Dr. James M. Batchelor, an alumnus of Louisiana State University, became president.[3] The College evidently was established with the idea of making it a part of Louisiana State University, though the latter had no part in its creation. The newly organized College offered to affiliate with the University, with its own Board continuing the control and management of its affairs. It was proposed that the Medical College should deed to the University all of its real estate and other property used by it in the conduct of the College as soon as all of its indebtedness had been met.[4]

Immediately vigorous opposition to the proposal was voiced by both friends and foes of Louisiana State University, the arguments presented in practically all instances being the same—that there was need for only one medical school in the State and Tulane University was serving that need. Particularly bitter was the opposition in New Orleans to the

[2] *Idem.*
[3] *Idem.*
[4] Copy of Proposed Contract, Boyd MSS.

establishment of the School. Three publications, *The Progressive Union, Times-Democrat,* and *Daily States,* and more than half the physicians of the city opposed it on the grounds of "inadvisability" and the insufficiency of clinical material already existing.[5] It was also felt that the proposed School would retard the development of the Tulane Medical School. An argument opposing the movement for a medical college was presented by the New Orleans *Times-Democrat* in the following editorial:[6]

There has been under discussion for some weeks past a proposition to establish a medical college in this city as a branch or department of the Louisiana State University at Baton Rouge. The question was brought before the Orleans Parish Medical Association recently, but no action was taken. A number of prominent physicians, however, have, over their signatures, expressed their opinion of the proposition, and it has been shown why it would work against the best interests of the public and of the city, of our hospitals and similar institutions, as well as the medical profession, the medical department of Tulane and the university itself.

It is one of those mischievous suggestions of which we have seen far too many in Louisiana, dividing this community in the good work it has undertaken, wasting energy, crippling educational progress, and arousing bitterness, prejudice and ill-feeling —all to the public detriment and injury.

[5]Dr. Randall Hunt, Superintendent of the Shreveport Charity Hospital to Colonel Arthur T. Prescott, Secretary of the Board of Supervisors of Louisiana State University, Dec. 14, 1906, Boyd MSS.

[6]*Times-Democrat,* Dec. 11, 1906, 6.

The medical department of Tulane University is one of the oldest, most respected and most efficient institutions of medical instruction in the country. Starting in 1847 as a state institution, it has been in operation for nearly sixty years. It has steadily increased in the number of students, and has raised its standards from time to time. It has been singularly successful financially, and the recent Hutchinson donation of $800,000 has raised its endowment fund to $1,500,000, or more than that of nearly any other medical college in the United States. This will enable it to employ additional professors, to erect up-to-date laboratories and to raise its standard still higher. Under these circumstances, with all money needed at hand, there could be no more inopportune time to establish a second medical college here as a branch of a Baton Rouge institution, a greater waste of money or a more foolish diversion of all efforts to elevate and improve medical education. At the very time when we are able to improve, when we have the money to do what we have long desired to do, think of laying out several hundred thousand dollars to organize and operate a rival institution in order to divide the business and to cripple the college which has been in operation, here so many years.

No reason is given for the new college—at least none worthy of consideration. Some physicians have complained that the department of Tulane University is a close corporation, as it were, run in the interest of a few, but the charge is wholly false today, whatever may have been the case in the past. The Board of Administrators of Tulane University have as full control over the medical as over the academic department, including the right to employ and discharge professors, and to make any changes they may deem necessary. They have gone to work with vigor to improve and raise the standard of the medical

department. A splendid step in the right direction was made in the purchase of the Polyclinic as part of the medical college. To try and check this improvement and cripple this good work under way is an act hostile to public policy.

There are a dozen other arguments against the proposed establishment here under the aegis of the state, and as a branch or department of an institution receiving public moneys—the Louisiana State University—of a second or opposition medical college. No such thing exists in this country or ought to exist. Two state medical colleges in the same state are unknown in America, and two in the same city would be an absurdity, did it not reach to the dignity of being an insult to the cause of education. With a college richly endowed, possessed of a splendid educational plant constantly being improved, for the state to encourage or tolerate the establishment of an opposition medical college acting under its authority, bearing its name and the recipient of powers and privileges if not money from the state treasury, would be ridiculous, and could only be understood as a deliberate effort on its part to injure a great university which bears the name of the state of Louisiana and which was established and for years supported by it.

Again, the new college would soon make itself a public nuisance in the Charity hospital and such other institutions as are controlled by the state. It would at once claim, as a part of the Louisiana State University, the right of free entrance to the clinics of the Charity hospital, and we would soon see a scramble between the two colleges, between whom friction and prejudice would inevitably rise that would demoralize the hospital and bring injury and discredit on it.

From whatever point of view the question is considered, it would prove damaging to everyone interested except the few

physicians who would secure professorships in the new college. The personal advantages that would thus be secured by probably half a dozen men, must not be allowed to operate to the injury of the whole community, the Charity hospital, the state and the people.

It was also predicted that the establishment of a medical school in New Orleans, would cause "the bitter feeling existing between Tulane and the Louisiana State University" to be fanned into a "mighty conflagration that could only result in a disastrous way," to the greater disadvantage of the University.[7] The School, it was indicated, would end in a "dismal and inglorious failure."

Members of the Board of Supervisors, however, and others interested in the University's welfare, seemed to favor the establishment of a medical college to be operated in connection with one of the State's charity hospitals either in New Orleans or Shreveport. Expressing his personal views to a friend, Colonel Prescott, Secretary of the Board of Supervisors, answered arguments made against the operation of a medical school in the following communication:[8]

Your letter of the third instant reached me in due time and has had my careful consideration. In the absence of the argument that you have prepared opposing the establishment of a

[7]Dr. Hunt to Prescott, Dec. 14, 1906, Boyd MSS. Dr. Hunt, however, wanted the Medical School for Shreveport.
[8]Prescott to Dr. E. Dunbar Newell, Dec. 8, 1906, Boyd MSS.

medical school in connection with the University, I am unable to determine what line of reasoning has led you to your position. So I venture to lay before you the reasons why the Board of Supervisors of this Institution should favor the establishment of such a school.

All of the considerations bearing on this question hinge first, upon the legality, and, second, upon the policy of the proposition. So I shall treat of these separately.

First, as to the legality. The charter of this institution, enacted by the Legislature in 1876, provides for the development of a University that shall have all of the academic and professional departments usually found in an institution of learning of high grade. It is specifically favorable to the establishment of law and medical schools as departments of the University. (See the revised Laws of Louisiana, title "Education"). There can be no doubt then as to the legality of the proposition.

Let us consider the policy of such a movement. A reading of the charter referred to above cannot fail to impress you with the fact that the State in creating this institution intended to foster and develop a State University of high rank. The history of such institutions in other States proves conclusively that professional departments offering training in law and medicine are essential to the highest and best developments of a state university. Almost without exception state universities elsewhere have Law and Medical departments. A number of reasons favoring such departments can be given, of which I shall mention only a few. In the first place it permits an institution to do the most advanced work along certain lines which, without these departments, would be impossible. Again, it introduces into the student body a mature set of men whose seriousness of purpose and capacity for work create an atmosphere favorable to studious-

ness and academic proficiency. Still another reason is the fact that a large proportion of students in the University are preparing for professional careers. It would be distinctly to their advantage if the work in the college departments could be so coordinated with the professional courses as to make one harmonious and efficient whole, with no gap anywhere, and with a material saving in both time and money to the students. I say nothing about the increased dignity and prestige that the institution would enjoy as a result of a strong professional element in its faculty, and a large student body pursuing all of the branches usually taught in a university.

Your interpretation of this move of the University authorities converts it into a program of aggression and hostility toward Tulane. In this you are very much mistaken. The fact that the plan would be so construed is the one thing that has made our authorities hesitate about the establishment of such a school. Three years ago, before anyone knew of Tulane's effort to deprive this institution of its status as the State University, the Board of Supervisors took the first step toward the inauguration of a law department, with no intention whatever of aiming a blow at the similar department in New Orleans. These two separate and distinct propositions to establish a medical school affiliated with the University were presented by outsiders, with the assurance that all of the necessary means for the organization and equipment of such a school would be provided without cost to the University, and that the department after organization would be self-supporting. With the duty imposed upon them by the charter to develop a real state university, the members of the Board could not refuse to recognize the importance of these propositions, and the great assistance their consummation would give to the institution in its rapid

progress towards the first rank among state universities. Unless we admit that Tulane has a monopoly of professional education in this State we can hardly deny the right of this institution to provide for similar instruction under its own auspices and control. Indeed, experience proves that the existence in a State as large as Louisiana, with a rapidly increasing population, of at least two professional schools is a genuine benefit to education and to the professions served by such schools. Both must develop a maximum efficiency under the influence of such a stimulus. Reverse the situation; let only one school attempt to serve so large a territory, and while that school may develop moderately, it is not likely to attain the maximum efficiency which a competitive influence would compel it to strive for. Monopolies are no better in the educational world than they are in the realm of business.

Let me call your attention to some illustrations of the value of competition: Connecticut, Massachusetts and Rhode Island have an area of 14,180 sq. mi., less than one-third as much as Louisiana. Within that small area there are four thriving medical schools, each a stimulus to the others. This does not convey accurate information of the strong competition among the medical schools in that territory, for in New York, which is adjacent to it, there are seven medical schools. I might refer you to the experience of Maryland with its seven medical schools; the District of Columbia with its five; and several other illustrations, which may be found in the report of the National Commissioner of Education, to establish the fact that the best medical schools are not developed in those territories controlled by educational monopolies. I realize that the multiplication of such schools beyond a certain limit is unwise, but the creation of another one for Louisiana will not be disadvantageous to either

of the institutions with such departments, or to the young men who are pursuing their professional courses in them. Suppose that our medical school is located in Shreveport, the center of a prosperous and populous district, immediately contiguous to no professional school. The nearest one toward the east is in Little Rock; toward the west is in Dallas; toward the southeast is in New Orleans; toward the southwest is in Galveston. This school would be in the center of a district much larger than Connecticut, Massachusetts and Rhode Island referred to above, in which there are four medical schools. There is every reason, therefore, to suppose that its location in the strategic center of such a territory will make it a success from the start, without impairing the efficiency of the Tulane Medical School, or lowering its attendance. The only effect on Tulane that the establishment of a medical school in Shreveport would have is the stimulating one of compelling it to keep abreast of the best medical developments, and, vice versa, Tulane's influence upon our department at Shreveport would be equally stimulating and beneficial.

I have lengthened my letter more than I intended, without exhausting the reasons favoring the proposition that you oppose, and I wish that I could give you more, but for fear of tiring your patience I shall bring my communication to a close. Let me assure you that it represents my individual views, and is written without consultation with any of the authorities of the University. I do not know where the medical school will be located. My own preference is indicated in this letter. I do believe sincerely that its establishment at this time is not only proper and just to all of the interests concerned, but that it is a wise move in the progressive administration of the institution. You and I are both graduates of the University. We have its

welfare at heart more than any outsider. We doubtless wish to see it among the strong institutions of learning in the land, giving to the youth of Louisiana the best training in all departments of human learning. We want to see it with a student body numbering thousands of earnest seekers after the best education. We want to see it officered and taught in a way to secure the confidence and support of all right thinking people. I hope that you can agree with me still further in the belief that "a consummation so devoutly to be wished" will inevitably result from the organization provided for by the charter, and that the Board of Supervisors is only obeying the mandate of the law in ordering the establishment of a medical school.

As soon as Shreveport learned that a movement was underway to establish a medical school in New Orleans, efforts were made to persuade the University to organize a medical school in north Louisiana to be operated in connection with the Shreveport Charity Hospital. The Shreveport Progressive League, the Retail Merchants' Association, the press, a group of physicians and other leaders strongly urged the selection of Shreveport as the site for the proposed school.[9] A committee consisting of the following physicians was named to conduct negotiations with the University: Randall Hunt, J. C. Willis, Oscar Dowling, L. P. Lloyd, Ashton Blanchard, T. E. Schumpert, and W. L. Dickson, to which were added the names of three business men: W. C. Agurs, R. R. Emery, and

[9]Shreveport *Times*, Sept. 26, 1906, 11; *ibid.*, Sept. 27, 1906, 11.

Sam Guy. Shreveport proposed to raise money by a special tax to equal the offer made by the New Orleans group.[10] It was suggested that two lots be secured near Charity Hospital upon which would be erected a three-story building involving a total cost of about $30,000. If this could be done, it was felt that the establishment of the proposed college in Shreveport would be insured, which, according to the plan proposed, would be subsidiary to the University and would draw students from Louisiana, Texas and Arkansas. Sponsored by the State, the college "would be a great institution and would certainly not fail."[11]

Explaining to Colonel Boyd the inducements offered by Shreveport, Dr. Hunt, the Superintendent of the Charity Hospital, wrote:[12]

> We will be ready on Nov. 15th., 1906, to make our representation to the Board of Administrators of the La. State University.
>
> It is our purpose to offer to said Board the requisite Lots, Buildings, etc., for the proper equipment of the Medical Department of the La. State University if they see proper to locate said department in the City of Shreveport. The same to be donated to the University when paid for. Said money being contributed by the tax paying citizens of Shreveport.
>
> We purpose to furnish the necessary money individually and collectively to run said Medical Department without charge or

[10] *Ibid.*, Sept. 26, 1906, 11.
[11] *Idem.*
[12] Hunt to Boyd, Oct. 28, 1906, Boyd MSS.

expense to the La. State University. To give the clinical advantages of the Shreveport State Charity Hospital and obtain and furnish the requisite Medical talent to conduct said school without charge or expense to the La. State University until such time as said school shall become self-supporting.

That after said institution becomes self-supporting moderate salaries shall be paid to the instructors from its revenue or such appropriation as the General Assembly may deem fit for its expenses, and that at no time shall such salaries encroach upon the funds of the La. State University proper. That we consider it entirely hypothetical as to the number of students that may go to said school, but that the individual history of all State institutions warrant us in predicating unqualified success.

That the average man who studies a profession is of small means and will take advantage of the small fees charged by a State University of the character we desire to establish, and that it is only reasonable to inductively conclude that the number of students will rapidly grow to large proportions.

We desire to call your careful attention to the fact that it is no mere coterie of physicians that wish for the location of this department of your University in our city, but the universal sentiment of all the citizens of Shreveport, each one eager to see it succeed and anxious to remove every obstacle that may interfere with its material advancement.

That no coterie of Doctors dissatisfied with existing conditions will guide its destiny, but a united and well supported body of medical men whose every energy will be directed to a glorious fruition.

Please notify us at an early date as to the time of your meeting.

Again urging the establishment of a medical school in north Louisiana, Dr. Hunt wrote Colonel Prescott praising the advantages offered by Shreveport. His letter in part follows:[18]

As an antithesis to this existing condition of affairs, the City of Shreveport presents every encouragement to the Louisiana State University. The Progressive League, daily papers, Board of Trade, citizens and doctors, harmoniously unite in an urgent invitation to come to them, and with them, to fructify into a magnificent fruition.

Come and partake with us of the vigor and vital progress that marks the development and rapid increase in the population of the City of Shreveport, that the Medical Department may prove a success and reflect honor upon the University at Baton Rouge.

The Charity Hospital of Shreveport is the second largest in the South and furnishes more clinical material than any, south of Mason and Dixon line, except New Orleans.

We invite you to come, and guarantee everything necessary for the establishment of a first-class Medical School and promise its maintenance without cost to the Baton Rouge University.

With everything to gain and nothing to lose on the part of the Louisiana State University, we trust that in your wisdom you will see fit to grant our petition.

The newly established College in New Orleans had difficulties from the beginning, and a proposal was again made that the University assume responsibility

[18]Hunt to Prescott, Dec. 14, 1906, Boyd MSS.

for its operation.[14] Though it was evident that the continued existence of the College would depend on University support, Dr. Batchelor and the faculty of the Medical College opposed the terms laid down by Louisiana State University which stipulated that after the bonded indebtedness of the College was paid the College should convey to the University all of its property for one dollar.[15] The Medical College wanted fifty per cent of the value of the property to be transferred. Failure to agree on the terms led to the abandonment of the operation of the Medical College, after which Shreveport renewed its offer to the University,[16] but the latter declined to consider it. The entire matter, therefore, was dropped by the University and the establishment of a medical school was not again seriously considered until 1930, when the present School of Medicine was organized in New Orleans.

[14]Batchelor to Boyd, Dec. 25, 1906, Boyd MSS.
[15]*Ibid.*, March 7, 1907, Boyd MSS.
[16]Hunt, Willis, Schumpert, Dowling to Boyd, July 29, 1907, Boyd MSS.

CHAPTER XIII

Defeating Tulane's Fight for State Support

ONE OF THE bitterest struggles in the career of Colonel Boyd was the fight during the legislative session of 1906 to prevent Tulane University from securing state support and thereby being recognized as a state institution. Although Tulane asked for only $50,000, of which $35,000 was to be used for the Academic Departments, and $15,000 for the Law School, the controversy was of much deeper significance than appeared on the surface, for if the New Orleans institution was successful in getting one dollar from the State, its right to be designated as a state institution would be established including the right perpetually to demand its share of funds from the State.

To understand fully the controversy which lasted for many months, it is necessary to relate briefly the history of the establishment of the Tulane University of Louisiana which took place in 1886, after a proposed constitutional amendment, Act 43 of 1884,

donating the property of the old University of Louisiana in New Orleans to Tulane had been approved. The University of Louisiana, the establishment of which was authorized by the Constitution of 1845, was purely a state institution, consisting primarily of the Law and Medical Departments, though there was a small Academic Department. All of the members of the Board of Administrators, with the exception of three ex-officio members consisting of the Governor, the Chief Justice of the Supreme Court of Louisiana and the Mayor of New Orleans, were appointed by the Governor of the State, and this Board had complete control of the operations of the institution.

The institution had a precarious existence after the outbreak of the War between the States. Because of the failure of the Legislature during the Reconstruction Period to appropriate funds for its support, the University had been abandoned, but the site remained in the possession of the State, and in November, 1878, it was reorganized and reopened.

The Board of Administrators of the Tulane Educational Fund, on the other hand, was "a purely private corporation created by Notarial Act in 1882, in order to carry out the wishes of Paul Tulane, who had given a large sum of money to found an educa-

tional institution in the City of New Orleans."[1] The latter Board was made, by Act 43 of 1884, the Administrators of the University of Louisiana, and in honor of Paul Tulane, the name was changed to "Tulane University of Louisiana."[2] All of the property of the Board of Administrators of the Tulane Educational Fund to the amount of $5,000,000 was forever exempted from taxation of any sort. As part consideration for the transfer by the State to the Tulane Educational Fund of the "property, rights and privileges belonging to the University of Louisiana, the Board of Administrators agreed and bound itself to waive all legal claims upon the State of Louisiana for any future appropriations in favor of the University of Louisiana."[3] Thus the Tulane Educational Fund acquired control and use of all the property of the University of Louisiana, and the Board selected by itself was free from all control by the State, which had only the right to see that the Board complied with the terms of the contract.[4] In the event the terms of the contract were not carried out, the act provided that the property should revert to the State.

[1] J. R. Thornton, "On the Rights of Tulane University to Claim State Support," Boyd MSS.
[2] *Ibid.*
[3] *Ibid.*
[4] *Ibid.*

Efforts were made by friends of Tulane University to secure state appropriations as early as 1888, only two years after the institution came into existence. Senator Randall Lee Gibson, the first president of the Board of Administrators, was a strong political figure in Louisiana, and he exerted influence in many quarters in an effort to secure appropriations for his institution. Tulane also had other influential friends, including Governor Newton C. Blanchard, Judge Charles E. Fenner and Edgar H. Farrar of New Orleans. All of these men including Senator Gibson had studied law at the University of Louisiana and all of them took the position that the merging of that institution in Tulane University served to continue the latter as a state institution. Judge Fenner, who for fourteen years was a justice of the State Supreme Court, was the first vice-president of the Board of Administrators and later president of the Board. Mr. Farrar, an outstanding attorney, had been appointed by Paul Tulane as one of the trustees of the Educational Fund set aside to found a University in Louisiana, and he had devoted much of his time in promoting the project. Louisiana State University also had made many enemies in securing the removal of the Agricultural and Mechanical College from New Orleans to Baton Rouge. Thus Tulane, with its great political strength, was a strong

contender for state funds despite its non-state institutional beginning.

Colonel Boyd, knowing the original purpose in the establishment of Tulane University, held tenaciously to the opinion that Tulane was not a state institution. He realized that if Tulane did succeed in securing state funds, the amount needed for Louisiana State University, and other state institutions, must of necessity be diminished. He contended vigorously that there was not sufficient room for two large state universities in Louisiana, and that in the end one must absorb the other. The whole question was made doubly significant by reason of the fact that only two years previously the provision in the Constitution restricting to $15,000 the amount that could be appropriated to Louisiana State University had been removed, and the path was cleared for the University to secure the funds so badly needed for its own development.

Although efforts to secure state appropriations were begun in 1888, it was not until 1906 that a concentrated fight, led by Dr. E. B. Craighead, President of Tulane, was made in the Legislature for an appropriation. The matter resolved itself into the question of whether or not Tulane University was a state institution, or a quasi-state institution, and whether or not it was right and proper that it should

receive state aid, with Colonel Boyd directing the fight for Louisiana State University, and Dr. Craighead, for Tulane.

When the House Committee on Appropriations started consideration of the general appropriations bill, both sides began to marshal their forces for one of the bitterest contests since the lottery issue had been decided. In Dr. Craighead, Colonel Boyd encountered a very resourceful man, one who had laid his plans carefully and who was as determined to get state support for his institution as the President of Louisiana State University was to prevent it. The Tulane President made a wide appeal for his cause and personally directed his line of battle. He was given able assistance by members of his faculty, by Dr. W. M. Perkins, President of the Tulane Alumni Association, and the entire New Orleans delegation in the Legislature.[5] The following form letter, setting forth the position of the New Orleans institution in the matter, was sent by Dr. Craighead to women throughout the State.[6]

We are informed that your Senator, ————————, is still hesitating to vote for an appropriation to the woman's department of this University, the Sophie Newcomb College. I beg, therefore, that you may use your utmost endeavor to secure

[5]New Orleans *Times-Democrat*, June 23, 1906, 1.
[6]Copy of letter, Boyd MSS.

from your leading citizens and his political supporters a petition urging him not to rob the women of this State of advantages such as are offered to the women of no other State, simply because the Faculty and friends of the L. S. U. are opposed to the measure. The succcess of Newcomb College can in no way interfere with the success of L. S. U., because they have no Woman's College.

In behalf of the women of this State I beg you to protest against this outrage. Will you not consult with the women of your city and get them to secure such a petition, which shall be sent by wire to Senator, ————, inasmuch as the measure will be probably voted on Tuesday or Wednesday.

Many of the friends of L. S. U. are becoming ashamed of this narrow, selfish and shortsighted policy. But for the fatal policy of the L. S. U., that institution would have received $216,000, instead of what it is likely to receive, $100,000, and at the same time Tulane would have received $50,000 a year. If the Presidents of our education institutions could be induced to work in harmony, all our institutions would receive ample appropriations. Of course, other interests less important would suffer. I may also add that I have all along urged liberal support for the L. S. U., and that I am in no way responsible for this fratricidal strife.

I expect to leave tomorrow for Baton Rouge, where I shall remain all the week.

Very sincerely yours,

E. B. Craighead,
President.

The cause of Tulane was further strengthened by another appeal made to the women of Louisiana to

demand state aid for the Sophie Newcomb College so that the women students of the State might have equal opportunities with the men for a general education. If state support had been extended to the women's department of Tulane the future of Louisiana State University as a co-educational institution might have been changed, for it had only two years before admitted the first woman student. The appeal, directed by ten prominent New Orleans women, was as follows:[7]

> The State has done a great deal to provide the advantages of higher education to the boys of Louisiana. She has done nothing to provide these advantages for her girls.
>
> She has established and supports the Louisiana State University where all the boys of the State may receive free tuition, and she has established the Tulane University of Louisiana where a very large number of her boys may and do receive it.
>
> What has she done in this direction of University Education for her girls? Nothing.
>
> If the women of Louisiana had depended upon the State to supply them with a University where their daughters might receive the benefits of higher education, they would have none today.
>
> Fortunately under the beneficent organization of the Tulane University of Louisiana by the Act of 1884 a noble woman has been found who has taken up the cause of her sex and has given to the Administrators of the Tulane University the means to

[7] Boyd MSS.

found and develop a great Department for the higher education of women.

It would have cost the State a million of dollars to found and support such a Department in her University. She has it to-day without a cent of cost to her.

Under the wise direction of perhaps the ablest educator of women in the United States, Dr. B. V. B. Dixon, this Department has been organized and developed into a College for Women fully equal to the best Colleges for men in this State, and not surpassed in the United States by any Woman's College.

Are not the girls of Louisiana as much entitled to the benefits of higher education as the boys? They seem to want such education more than the boys do. This is shown not only by the large attendance at the Newcomb College, but still more significantly by the fact that a large majority of the students who pursue advanced courses in the Post-Graduate Department of the University are women, most of them graduates of Newcomb College—showing that the women of Louisiana not only want the advantages of higher education, but that they want the highest education.

The women of Louisiana have cause to bless the memory of Mrs. Newcomb for creating an institution where they may have the opportunity of enjoying the benefits of higher education, and it is surely not too much to ask the State to do what is necessary to extend as far as possible these inestimable privileges to her girls, whether poor or rich.

If the State shall give such aid to Tulane University of Louisiana as will enable its Administrators to give free tuition in the Academic Department to the girls as well as to the boys of the State, it will be discharging a long neglected duty to the girls

of Louisiana, and will confer on them a benefit which they deserve and have the highest right to expect.

Believing that the women of Louisiana have a vital interest in this subject, we appeal in their behalf to the Legislature to do whatever is necessary to secure to the girls of the State or as many of them as present conditions will allow, the opportunity of getting the advantage of a higher education, and of qualifying themselves to solve the problem of self-help and self-support, which we are glad to say has been made by Dr. Dixon one of the main objects of the education given in Newcomb College.

We yield to none in our appreciation of the provisions which the State has made for the special education of both her girls and boys in her noble Normal School and her fine institutions at Ruston and Lafayette, but we ask that those provisions should be extended so as to embrace for the girls of Louisiana the same advantages of higher and more general education which are afforded to her boys in both the Louisiana State University and in Tulane University, and which her girls can obtain only in Tulane University.

Kate L. Minor	Sophie B. Wright
Mrs. Wm. Preston Johnston	Mrs. C. A. Whitney
Mrs. T. G. Richardson	Mrs. W. J. Behan
Mrs. Jno. M. Parker, Sr.	Mrs. D. A. S. Vaught
Mrs. F. W. Tilton	Mrs. Geo. Denegre

The statements concerning opportunities for women students at Louisiana State University were misleading as already the doors of the institution had been opened to women, but for a time it looked as if Tulane might have a slight advantage in the con-

troversy, especially after Dr. Craighead, as was expected, "offered a free scholarship at Sophie Newcomb to every member of the General Assembly" and proposed to grant free tuition in the Academic Department to Louisiana students if the appropriation was made.[8] Colonel Boyd rose to the occasion, accepted the challenge for Louisiana State University, and began the mapping out of a plan of procedure that was finally to prove successful for the University. With the assistance of Lewis S. Graham, President of the Louisiana State University Alumni Association, he wrote to alumni and friends throughout the State, explaining the situation and asking that they write their friends to exert pressure upon their representatives and senators with a view of defeating the claims of Tulane.[9] Petitions asking that the request of Tulane be refused were distributed over the State upon the suggestion of Colonel Boyd.[10] The faculty members of Louisiana State University were also active in behalf of their institution and friends everywhere rallied to the support of the University.

The income of Tulane University at this time was about $225,000, an amount far in excess of any sum

[8] *Memorandum*, Boyd MSS.

[9] G. H. Clinton to Boyd, May 31, 1906, Boyd MSS; Milton A. Strickland to Boyd, June 12, 1906, *ibid.*; Dr. R. L. Randolph to Boyd, May 30, 1906, *ibid.*

[10] *Memorandum*, Boyd MSS.

ever received by Louisiana State University, and her efforts to secure additional money from the State was regarded by Colonel Boyd as an "insidious attack threatening her (Louisiana State University) very life, aiming to repress her natural development, and probably instigated by an envy of that favor in the eyes of the people of Louisiana, which she has won by sheer merit."[11] He further contended that Paul Tulane never intended to found a state institution, else he would have given his money to the State.

Tulane University in 1906 had an enrollment of only sixty-five students from Louisiana outside of New Orleans in the Academic Departments, despite the fact that every legislator and numerous high schools had had the privilege of awarding Tulane scholarships to students exempting them from tuition. Louisiana State University had an enrollment of 320 students from Louisiana, exclusive of New Orleans and Baton Rouge.[12] The cost per student at Tulane, according to Dr. Craighead, was "more than $400 per year," while the cost at Louisiana State University was only $150.[13]

Dr. Craighead believed that there should be only one law school and one medical school in the State. This view was antagonistic to that held by Colonel

[11] *Ibid.*
[12] *Ibid.*
[13] *Ibid.*

Boyd, who, at the time, was laying plans for the opening of the Law School, the establishment of which had already been authorized by the Board of Supervisors. To have concurred in the views held by Dr. Craighead would have precluded the development of two of Louisiana State University's most important professional schools, both of which were called for in the charter of the University.

Colonel Boyd was not opposed to the growth of Tulane or to limiting its income.[14] "I should like to see Tulane the best endowed University in the United States," he stated repeatedly, "but the General Assembly cannot appropriate one dollar to the Tulane University without recognizing it as a State University." And for the Legislature to do so would mean that Louisiana State University in the end must suffer for lack of funds. He felt that Act 43 of 1884 was passed with the understanding that the effect of its approval as a constitutional amendment would be to divorce the University of Louisiana from the State and to relieve the State forever from making appropriations for its support. There was no need for two state universities; one or the other would die, for there were not enough white students for the support of two. The combined enrollment of the two institutions would not equal the attendance at many of

[14] *Ibid.*

the state universities of the country. It would be a question of "which shall absorb the other?" Would the people of Louisiana allow an institution that they could not control to destroy one that belonged to them and that they could control?

Colonel Boyd, in his arguments presented before the House Committee on Appropriations and to members of the Legislature, pointed out that millions of dollars were available for education in the South but that there was no institution in the lower South having all the qualifications necessary to attract this wealth. He argued that Tulane was in a strategic position to secure large donations provided it maintained its identity as a private institution; otherwise this potential endowment would be lost.

The legal aspects of Tulane's case were presented by Judge Fenner, President of the Board of Administrators of Tulane, and Mr. Farrar. The latter, in attempting to prove that Tulane, by reason of its merger with the old University of Louisiana, still retained the semblance of a state institution, insisted that there were three kinds of mergers of corporations, one of which provided for the retention by each corporation of its special characteristics, rights and privileges. Colonel Boyd, however, held that the result of the merging of a public and a private corporation would be a private corporation. To uphold

his view, he gave the following citation:[15] "A hospital or asylum or institution of learning which is founded or endowed in whole or in part by private persons, though partly endowed by the government, is a private eleemosynary corporation, however general the charity may be." Justice Story in the famous Dartmouth College case, Colonel Boyd pointed out, said that a state institution is one wherein "the government have the sole right, as trustees of the public interests, to regulate, control and direct the corporation, and its funds and franchises at its own good will and pleasure."[16] Louisiana could abolish Louisiana State University, but it certainly could not abolish Tulane.

Governor Blanchard was in favor of making the appropriations asked by Tulane. He insisted that Tulane was a quasi-state institution because under Act 43 of 1884 the property of the University of Louisiana was merely loaned to the Tulane University for its use and not given to it, the title still being vested in the State of Louisiana.[17] Colonel Boyd held just the opposite view. If Tulane were a state institution no constitutional amendment would have been necessary to give it the use of any state property.

[15]William Lawrence Clark, *Handbook of the Law of Private Corporations*, (St. Paul, 1897), 29-30.
[16]*Dartmouth College v Woodward*, 4 Wheaten, 671.
[17]*Memorandum*, Boyd MSS.

Furthermore, Act 94 of 1890 gave the Tulane Board authority to sell buildings of the old University of Louisiana, but provided that "the full amount of the price received from such sale, or other disposition, shall be re-invested in immovable property within the City of New Orleans to be bought and used for University purposes, and the said property shall be and remain subject to a first mortgage in favor of the State, for the full amount of said price." Would it be necessary for a state to take a mortgage on its own property? When mortgages on property come into the possession of the owner of the property, they are null and void; he destroys them. Does the State hold mortgages on the property used by the Charity Hospital in New Orleans or by the State Penitentiary? Colonel Boyd's searching analysis of the question was making it difficult for Tulane's friends, celebrated attorneys though they were, to deny his logic.

"If the Legislature should turn over the Angola Farm to the State University for experimental purposes, would it be necessary for the State to hold a mortgage to insure its return to the State," he continued. . . . . "No mortgage was required, no constitutional amendment necessary to enable the General Assembly to take the old Seminary grounds for the State University and give them to the State Encampment."

His analogies were convincing.

"My chief reason for this opposition," he stated on another occasion, "is the belief that such recognition, while of doubtful value to Tulane, would at once raise the question, 'which is to be the only state university?', and set on foot a most bitter contention between Tulane and Louisiana State University, dividing the State into warring camps, in striking contrast with the peace and harmony that has prevailed during the past twenty-two years, one being a public and the other a private school. Both had prospered and had grown thus separated; it was not shown that either would render any better service to the State by this change."

In appearing before the House Committee on Appropriations, Colonel Boyd summed up the case of Louisiana State University in the following words:[18]

> The Louisiana State University and A. & M. College, of which I have the honor to be president, is asking your Honorable General Assembly for larger appropriations than ever before. It is not asking for more than it needs, it is not asking for as much as the professors in charge of its several departments call for in their reports, and it is not asking for anything approaching the appropriations received by similar institutions in other states with no larger population and no greater wealth than Louisiana. It is asking for nothing more than that its most pressing needs be supplied, and it has submitted this petition in

[18] *Ibid.*

the belief that all the funds of the state available for university education should be appropriated to its use as the only state university of Louisiana.

For years the administrators of the Louisiana State University have been struggling with insufficient revenues to make it an institution of which the people of the state could be justly proud, and which could bear favorable comparison with the universities of other states; but now, when for the first time we indulge the hope that adequate provision will be made for the proper development of the institutions committed to our charge, we find another candidate in the field, another aspirant for the honor of being the State University of Louisiana. Is it surprising that we should inquire into the claims of this new applicant, and should oppose these claims if we find them unwarranted and unwise?

I am not an enemy of the Tulane University. I have no desire to see its growth retarded or its revenues reduced in any manner whatever. On the contrary, I wish the Tulane University far greater success than it has ever achieved or than it can ever achieve by continuing its present policy; but it is my earnest conviction, born of many years of experience in educational work in this state, that it is not well for Tulane, not well for New Orleans, and not well for Louisiana that Tulane should be a state university.

I do not believe that the Tulane University is a state institution; and, while I do not presume to argue the legal points in the case with such eminent lawyers as Judge Fenner and Mr. Farrar, I think it may be easily shown (1) that a strong case could be made against the Tulane contention, (2) that the burden of proof rests upon Tulane, and (3) that the question should be referred to the courts.

There were many friends of Louisiana State University, trained in the law, who offered and gave their services to the institution during the controversy and who assisted Colonel Boyd in presenting the University's case. Among these was Judge J. R. Thornton of Alexandria, a member of the Board of Supervisors of Louisiana State University, who served as Colonel Boyd's chief legal adviser and in whom the Colonel had implicit confidence. Judge Thornton, in arguing the University's case, concluded in the following words:[19]

> For every dollar given Tulane University, an institution having no legal claim to any State support, means that much less given to Louisiana State University, an institution having both legal and equitable claims on the State for its support, and entirely dependent on it for support.
>
> For it hardly takes a prophet to foresee that if once the unfounded claim of Tulane for State support is recognized, even in the slightest degree, it will be only a question of time when greater and greater sums will be demanded at the expense of the Louisiana State University and those other *real* State Institutions of learning, the State Normal and the Industrial institutes located at Ruston and Lafayette.

After Dr. Craighead had made a direct appeal to Governor Blanchard, who openly espoused his cause, the appropriations bill carrying $25,000 for Tulane

[19]Thornton, *op. cit.*

University was reported out of the Committee and sent to the House, despite all the arguments that could be presented by Colonel Boyd and friends of Louisiana State University. The following description of the tense situation was carried by a New Orleans newspaper:[20]

Tulane v. Louisiana State University before the Appropriations Committee and hereafter before the General Assembly promises to furnish the sensation of the session. Today two groups of learned lobbyists were busy dividing the House of Representatives and Mr. Winter's Committee (the House Appropriations Committee) into two camps, and late this afternoon the tension between the two warring camps was so strong that violence was talked of if not actually contemplated for practice.

As the situation stands the general appropriations bill reported tomorrow will carry $25,000 for Tulane University. It carries this despite turbulent hearings before the committee and despite a determined effort made late this afternoon to upset the action of the committee this morning whereby the appropriation was written in.

President Boyd of Louisiana State University, L. S. Graham, President of the Alumni Association, Dr. A. T. Prescott, Dr. E. L. Scott, and others interested were on the field early and stayed late.

Outside the doors Dr. Craighead was the center of an anxious group. Down the corridor a trifle was Colonel Boyd with a knot of Louisiana State University men about him. Partisans

[20] *Times-Democrat*, June 15, 1906, 1.

of this school or the other slipped by the doors and walked up the stairs to endeavor to peep within.

Final consideration of the appropriation bill had been taken in executive session, and when the printed measure was placed on the desks of members of the House the next morning it was discovered that changes had been made in pencil in the item concerning Tulane. The bill in its changed form specified that $25,000 should be given Tulane provided the tuition should be free for all Louisiana students in both the Academic Departments of Tulane and Sophie Newcomb College. The Louisiana State University group contended that Dr. Craighead had originally agreed to this proviso, but some of the members of the Appropriations Committee seemed to think that the changes had been made surreptitiously. Just who made the changes and by whose authority was not disclosed. In the general excitement that followed, it was voted to recommit the bill to the Committee, and the "War of the Colleges" was begun anew.[21] Both sides began lining up members of the House, and the Senate as well, and "no man was left at peace who was not committed to one camp or the other."[22] Both alumni associations were busy; all members of the Legislature were being "deluged with letters,

[21] *Ibid.*, June 16, 1906, 1.
[22] *Idem.*

telegrams, telephone messages, personal calls, threats and everything else supposed to have weight with a susceptible politician."[28]

When the bill was recommitted to the Committee, the appropriation for Tulane was stricken out altogether. But the Tulane group did not give up the fight. Another possibility for victory remained—the chance that the bill could be amended on the floor of the House to include the appropriation. Undaunted by their first reverse, the Tulane supporters, with renewed hope, again rallied around their leaders.

But Colonel Boyd and the friends of Louisiana State University held a strong trump card which they were ready to play at the crucial moment. It was a telegram from Edward Douglas White, Associate Justice of the United States Supreme Court (later Chief Justice). Justice White had been a member of the Board of Administrators originally selected by Paul Tulane, was the author of the act donating the property of the old University of Louisiana to Tulane University, and had been instrumental in the subsequent establishment of the "Tulane University of Louisiana." His opinion in the matter would carry much weight for his "understanding of the meaning of the act was undoubtedly the understanding of every other member of the Tulane Board and

[28] *Idem.*

the understanding of everybody in the State who paid attention to it."[24] The Tulane people were claiming that Justice White would side with them if he were in Louisiana, and Judge Fenner, in a newspaper article, gave the assurance that the Associate Justice "would be surprised to learn that Tulane was not considered a state institution."[25] The friends of Louisiana State University were not convinced that Justice White held this view; in fact, they had been led to believe that he did not consider Tulane a state institution. To settle the issue Judge Thornton, an intimate friend of the Associate Justice, sent to him the following telegram: "In your opinion is Tulane a state institution and entitled to ask or receive state aid as such?" Justice White promptly replied:[26]

> My opinion is very decided that it is not, and should not ask or receive (aid) on the footing that it is a state institution. Do not, however, think it right to express my opinion either to influence action or individual conduct.

This telegram was merely a confirmation of a statement he had made some time previously in conversation to a friend in Louisiana.[27] This message

[24] Thornton to Boyd, June 13, 1906, Boyd MSS.

[25] *Ibid.*, June 15, 1906, Boyd MSS.

[26] White to Thornton, Boyd MSS. Justice White was spending his vacation at a quiet resort in one of the New England states and was located with much difficulty.

would probably mean victory for Louisiana State University, but the question arose as to whether or not it should be made public.[28] Judge Thornton finally decided that it should be, expressing his position in the following communication to Colonel Boyd:[29]

> It seems to me that under the circumstances we would be justified in letting Justice White's true opinion be known, not to try to influence public action or individual conduct, but as a matter of justice to himself to correct a wrong impression of his views on the subject circulated by friends of Tulane in order to influence public action or individual conduct. I will take the responsibility and write to Justice White. Of course I do not wish to see him compromised in any way.

The telegram was read on the floor of the House by Judge T. J. Kernan of East Baton Rouge Parish and, despite the contention of Tulane that Justice White's opinion was given "obiter dictum" and could in no way have a bearing on the matter at hand, the appropriation bill was defeated by a two to one vote.[30] Still the Tulane group persisted in its fight, turning its attention to the Senate where efforts were made to have the appropriation for the New Orleans institution inserted in the appropriations measure, but

[27] *Memorandum*, Boyd MSS.
[28] Thornton to Boyd, June 15, 1906, Boyd MSS.
[29] *Ibid.*
[30] *Memorandum*, Boyd MSS.

the proposal was again defeated by a vote of two to one.

Though Colonel Boyd worked unceasingly to defeat Tulane's plan, his efforts would have been in vain had not the friends of Louisiana State University in Baton Rouge and throughout the State, as well as the faculty of the University, cooperated with him in the struggle. The Baton Rouge *Times*, the merging of which a short time afterwards with the Baton Rouge *States* produced the present *State-Times*, gave splendid aid to Louisiana State University during the controversy. One of its editorials, presenting a convincing argument in favor of Louisiana State University, was reprinted by friends of the University and distributed in the State Capitol. After the issue had been decided, the faculty of the University adopted the following resolutions in appreciation of the services of its alumni and friends in defense of the institution:[81]

In appreciation of the services of its alumni and friends in defense of the institution against the recent attacks of the Tulane University of Louisiana.

Whereas, The development of the Louisiana State University as the one public institution in the State devoted to advanced education was endangered by the claim of Tulane University before the General Assembly for recognition and support as the State University of Louisiana; and

[81] *Ibid.*

Whereas, The Louisiana State University has for thirty years flourished under a charter that prescribes the broadest and deepest educational work, finally attaining a completeness of plant and an efficiency of organization that compare favorably with the best university development in the South; and

Whereas, The recognition of this institution as the only State University has been generally acquiesced in for twenty-two years, thereby imposing upon its authorities and friends the duty of defending its status as such; and

Whereas, The indispensable assistance rendered at considerable personal sacrifice by the ex-students and friends of the University in every part of the State contributed more than anything else to the defeat of this threatening movement; therefore, be it

Resolved, That the thanks of the Faculty of the Louisiana State University are hereby expressed to these gentlemen for their disinterested work, involving in many cases trips to Baton Rouge at a busy time of the year, and in all cases personal expense and trouble.

Resolved further, That such loyalty and devotion are worthy of the best cause, and will protect this institution in its established right to serve the people as their State University, created, controlled, and developed by Louisiana for Louisianians.

A. T. Prescott, Chairman,
Charles E. Coates,
E. L. Scott,
Committee.

Among Colonel Boyd's papers, was found the following *memorandum,* written in his hand and entitled "Helpers in the Tulane Fight":[32] N. S. Dougherty,

[32] *Ibid.*

W. P. Connell, C. C. Bird, R. L. Goyer, Clarence Ellerbe, C. Harrison Parker, W. N. McFarland, D. M. Atkins, O. B. Steele, S. I. Reymond, Wm. McCausland, A. Doherty, Jr., F. E. Posey, Ben R. Mayer, W. Carruth Jones, L. F. Rosenthal, Dr. T. M. Hunter, Prof. J. E. Keeney, J. B. Aswell, J. C. Hamilton, G. A. Waterman, and T. J. Cross.

Dr. Craighead, not to be outdone by the defeat of his plan to secure state aid, appeared before the State Board of Education, and sought to have the Board authorize that Tulane University be listed in the various publications of the country as a state institution. Even though Governor Blanchard, who was a member of the Board, was friendly to Tulane, the proposal again was defeated by a two to one vote.

Some time later, Dr. Craighead wrote Colonel Boyd, asking for a private conference. The two met in the St. Charles Hotel in New Orleans and again discussed the matter of state appropriations for Tulane. Finally, Dr. Craighead proposed as a compromise that Colonel Boyd agree to a small appropriation. Colonel Boyd replied that to agree would be admitting that Tulane was a state institution, and though he would like to see Tulane provided with adequate funds, he could not lend his support to any such proposal at the expense of state institutions.

After the issue had been settled in the Legislature, Dr. Craighead and Dr. W. B. Smith of Tulane renewed their attacks against Louisiana State University through a New Orleans newspaper. Colonel Boyd answered them through the same medium, and the controversy was not dropped for several weeks after the adjournment of the Legislature. Colonel Boyd for some time was fearful that Tulane might again seek appropriations. "The supporters of this claim (of Tulane's right to state appropriations) are quiet now," he wrote some time later, "because conditions are unfavorable; but they are on the alert, and the slightest change in existing conditions may precipitate another bitter struggle."

Hardly had the question of Tulane's right to state appropriations been dropped when another controversy with Tulane, quite as bitter as that over state support, arose concerning the eligibility of Louisiana State University's football players. The wrangle began after Coach E. R. Wingard, who was Athletic Director at Louisiana State University during the sessions of 1907-1908 and 1908-1909, had developed a championship team. Charges were made by Tulane that several members of the Louisiana State University squad were paid players—"ringers"—and that Coach Wingard knew that they were being paid. The

matter was never settled to the satisfaction of Tulane and for several years athletic relations between the two schools were discontinued. Because of this controversy Louisiana State University's famous championship team of 1908 never played Tulane University.

THE PRESIDENT'S HOME ON THE OLD UNIVERSITY CAMPUS IN WHICH COLONEL BOYD LIVED FROM 1896 UNTIL THE FALL OF 1931, WHEN IT WAS DEMOLISHED TO PROVIDE MORE SPACE FOR THE CAPITOL GROUNDS.

CHAPTER XIV

Boyd Opens the University to Women

THAT Louisiana State University, which for nearly fifty years had been operated solely for the benefit of men students, should find it necessary to admit women to its classrooms was as inevitable as was the beginning of co-education in all of the larger state universities throughout the country, yet its introduction was hastened by several years through the sympathetic attitude assumed by Colonel Boyd when the Board of Supervisors on more than one occasion had frowned on the suggestion that women be allowed to register in the institution. Colonel Boyd assumed full responsibility in permitting the first woman student to enroll in a class because he believed "it would do no harm," and one year later the University was opened to all who wanted to attend.

The rise of co-education at Louisiana State University followed closely the movement in Louisiana for more advantageous educational facilities for women, which had resulted in the creation of several

institutions of higher learning for women in the State. The State Normal School was established in 1885, primarily for women students, and though, under Colonel Boyd's direction, it grew and developed rapidly into an institution of first rank in the State, it was solely a teacher-training institution. Shortly after the opening of the State Normal School, the Sophie Newcomb College for women was founded in New Orleans in connection with Tulane University to provide a place where women might secure a well-rounded cultural education. But since it was a privately endowed institution charging tuition fees, its influence and enrollment were restricted. There was no state-supported educational institution in Louisiana where women could obtain a liberal college education.

During the administration of Governor Foster, members of the Women's Christian Temperance Union, of which Mrs. W. H. Goodale, wife of Professor Goodale, was one of the leaders, agitated a movement for a woman's college to be located at Louisiana State University, similar to the arrangement of the Sophie Newcomb College and Tulane University.[1] Contending that women were entitled to the same educational facilities as men, they persisted in their efforts and succeeded in working up much

[1] *Recollections.*

sentiment for the project. Finally, a committee appeared before the Board of Supervisors, asking that women be admitted to the University. The Board refused to grant the request.

These women had been connected with the Louisiana Chautauqua at Ruston, and after the Board's refusal to admit women to the University they sought to get a woman's college established in north Louisiana. In 1894, they were instrumental in getting a bill introduced in the Legislature providing for the appropriation of funds for the erection of an "Industrial School for Girls." The story of how Colonel Boyd, while he was president of the State Normal School, opposed the creation of a new institution and attempted for a time to secure the proposed institute for the Normal, until he learned that it had already been promised to Ruston, has been told in a previous chapter. If Louisiana State University had admitted women students when the women leaders of the movement asked the Board to do so, Louisiana Polytechnic Institute probably would never have been established.[2] The rejection of the co-educational project by the Board of Supervisors closed the subject, but only temporarily.

Meantime, the movement for co-education at the University was not permitted to die. *The Reveille,*

[2] *Ibid.*

inspired by the sight of women living in the barracks in attendance at the Peabody Normal School held during the summer on the University campus, suggested that women be admitted to the University. It evidently could not see the logic of allowing women in the summer to attend classes on the campus but barring them in the regular session. Commenting on the presence of the women students on the campus, it stated:[3]

> . . . Their (women) presence here at the Summer Normal gives dignity, grace, refinement—good conduct and good manners, in fact, to the gentlemen teachers and to the school exercises. Why should it not do the same for the cadets and the University classes? It doubtless would. Then let the ladies enter the University as regular, constant students . . . There is no good reason for excluding them—only a prejudice and clinging to the dead past. The educational world around us is moving. Shall we of Louisiana stand still, and get left?

The first woman student, Olivia Davis, was permitted in 1904 to attend classes on the campus as the result of unusual circumstances rather than any definite plan to admit women students. A graduate of Newcomb College, Miss Davis taught mathematics in the Baton Rouge High School.[4] She was connected with Mrs. Boyd's family and lived in the Boyd

[3] *The Reveille*, July 3, 1897, 5.
[4] *Recollections.*

home. Colonel Nicholson taught a class in calculus in the afternoon, and the young woman, whose work at the High School ended at 2 o'clock, asked the faculty's permission to enroll in the class. Colonel Boyd saw no reason why she should be denied the opportunity of pursuing the course. She was mature; she was deeply interested in the work; and she was desirous of raising her standard of efficiency. The permission was granted. Shortly thereafter she asked to be allowed to take a complete graduate course, leading to the master's degree. Her application was approved, and in 1905, when Colonel Boyd recommended her to the Board for a master's degree, the entire subject of co-education was re-opened. Colonel Boyd explained to the Board how Miss Davis was permitted to schedule the work, pointed out that her presence on the campus in no sense had affected the daily routine of the men students, and stated that unless the Board forbade him to do so, he would admit women students to the University. No objection was raised, Miss Davis's degree was conferred by the Board, and the doors of Louisiana State University were opened to all women applicants.

In the autumn of 1905, Velia M. Richard enrolled in the University as a special student, and the next year, 1906, seventeen graduates of the Baton Rouge

High School registered as freshmen in the University. The list included: Elizabeth Catherine Bott, Annie Foules Boyd (daughter of Colonel Boyd), Mary Ann Clarke, Gladys Gordon Doherty, Adele Matta Fuqua, Lillian Louise Garig, Margaret Erwin Jones, Caroline Kaufman, Alma Clotilde Maine, Thera Anna Nicholson, Irene Leigh Norwood, Ena Paulsen, Mabel Erskine Platz, Margaret H. Schoenbrodt, Allie Newton Spyker, Mabel Josie Starns, and Ada Louise Thoenssen. This group represented the first class of women students at the University. All were residents of Baton Rouge and all were registered in Teachers College, the only professional course for women offered by the institution. In addition to the freshman class there were, in the same year, thirteen women registered as special students and one other, Mrs. May Belle Taylor, who was classified as a senior. The special students were: Mary Johnson Barrow, Mary Pearl Burgess, Carrie Dougherty, Isabel Dubroca, Martha Feltus, Mrs. Mittie G. Hamilton, Nell Marie Lemon, Mrs. Frances Read, Mrs. Trula H. Read, Velia M. Richard, Nellie Wright Spyker, Mary Corinne Stevens, and Mrs. Nannie C. Stumberg. Thus with an enrollment of thirty-one women, the University was well on its way to becoming an accepted co-educational institution.

Commenting on the admission of women students to the University, *Truth*, a Baton Rouge publication, stated:[5]

Some fifteen or twenty years ago Truth began an agitation in favor of the admission of female students to the State University, but, like Bryan's government ownership proposition, it was so far in advance of the time as to draw upon itself the ridicule of a portion of the Louisiana press, and notably of the Capitolian Advocate, then edited by Gen. Jastremski, and yet the Truth has lived to see young ladies enrolling themselves in special courses, becoming to that extent co-eds of their brothers and perhaps lovers. True, they are not admitted to full fellowship, but they are there, and thus are the predictions of Truth verified. We stated then, as we do now, that the State owes as much to its daughters as to its sons, and perhaps had young women attended the University years ago, there would not be so many worthless young men in Louisiana today. Mothers form the character of their sons, and the more cultured and refined the mothers the more honorable and manly the sons.

Truth may be considered cranky on the subject, but it has no hesitation in saying that it would much prefer seeing the daughters of Louisiana in the classrooms of the colleges of the State than to find their names enrolled in card-playing clubs with no object in life other than to dress and attend the "most delightful card party of the season." At the time (of) the discussion growing out of the suggestion of admission of women to the classrooms of universities it was thought by opponents of the proposition that it would not be wise to permit conspicuous intermingling of the sex in such manner, as flirtations

[5]Editorial in *Truth*, reprinted in New Orleans *Times-Democrat*, Oct. 7, 1906, 6.

and love-making might be indulged in rather than study. But Truth credited the youth of our State with more sense and a higher ambition than to idle their time away in frivolous and unworthy pastime and amusement. That the women of this state are ambitious and self-reliant is made evident by the number to be found in counting rooms, stores and other places where women may be employed, and by their eagerness to prepare themselves for lives of usefulness rather than pleasure, and our word for it, the day will come when as many girls as boys are to be seen in the classrooms of the Louisiana State University. Old-time ideas are fast becoming obsolete . . . and now that the authorities of the Louisiana State University have granted admission even in a limited way to young ladies, co-education will soon be the prevailing method everywhere.

Colonel Boyd, though favoring co-education from the beginning, became more and more convinced as the "experiment" was continued that educating men and women together was not only practical but desirable. Speaking on co-education at the Semi-Centennial celebration in 1910, he stated:[6]

Shall our girls recite their lessons at school in the company of the boys with whom they play their games at home? Shall young women sit for six hours each day, in the presence of a teacher, side by side with the young men with whom they spend their evenings in the parlor, or on the promenade, or at the public ball? It seems to me that the question when (thus) stated—and this is the only proper way to state it—can have no other than an affirmative answer.

[6]Copy of Speech at Semi-Centennial, 1910, Boyd MSS.

The very presence of the opposite sex has a restraining influence, preventing the expression of coarse and unrefined thoughts which are also too prone to obtrude themselves into even the purest minds, but which when not congealed into words often vanish and leave no impress upon the character . . . To object to co-education on the score of morals sounds like an echo from the far-off past in this day when cultivated young ladies travel all over this country and Europe unattended and undeterred by the fear of encountering anything more shocking to their refined sensibilities than the every day occurrences.

The growth in the enrollment of women students for the following three years was rapid. At the close of the session of 1909-1910, the number totaled fifty-seven of which one was a graduate student and seven, special students.[7] In the beginning, all of the women students were residents of Baton Rouge, but after a year or two, out-of-town students also began to enroll in the University. These were obliged to live in private homes in town as no dormitory facilities had been provided. As the number of women students grew, the need for a dormitory became more evident. In consequence, in the summer of 1909 a group of representative Louisiana women, in a petition to Colonel Boyd, earnestly requested the University to provide at once a dormitory for women.[8] Acting upon the petition, Colonel Boyd in 1910

[7] *Cf. Catalogue*, 1909-1910.
[8] *Report of the Board of Supervisors*, 1908-09 and 1909-1910, 24.

recommended, in his report to the Legislature, that appropriations for both a gymnasium and a dormitory for women be made.[9] A gymnasium would cost from $10,000 up, he explained, but a good one could be built for $30,000. He suggested that a smaller amount could be expended to advantage in erecting an "open-air gymnasium" or in converting the University pavilion into a gymnasium. The dormitory for women, he said, would "probably increase the attendance more than any other improvement that could be made." A two-story building to accommodate 100 women, the architect had estimated, would cost $35,000. Co-education at the University, Colonel Boyd continued, had been an "unqualified success, and to discontinue it or to discourage it would be a long step backward."[10] Because of the lack of money, the Board did not carry out Colonel Boyd's recommendation for either a dormitory or a gymnasium, and women students continued to live in rooming houses in Baton Rouge.

The establishment of the Department of Home Economics during the session of 1915-1916, the first course designed by the University especially for women, accelerated the growth in the enrollment of

[9] *Idem.*
[10] *Idem.*

women students, and within one year after the new course was begun the total number advanced from 124 to 158.

The World War stimulated the demand for women in professional and business activities, as well as in the school room, and when the conflict ended there was an unprecedented increase in the enrollment of women students in colleges and universities throughout the country. Having proved themselves capable of doing work formerly delegated exclusively to men, they were eager to prepare themselves for greater opportunities. Only recently they had acquired the right to vote, and they were beginning to interest themselves more and more in public affairs. With the advent of greater freedom they realized more than ever before the need for college training.

By 1919, the number of women students at Louisiana State University had grown to 192,[11] and the need for dormitory facilities had become a major problem, but there were no funds for a building. In the emergency Colonel Boyd asked the Board of Supervisors to consider the feasibility of converting Foster Hall into a dormitory for women and the Pentagon Buildings into quarters for the younger cadets, letting the advanced cadets board in Baton

[11]Catalogue, 1918-1919, 295.

Rouge.[12] No action, however, was taken on the proposal.

With the increase in women students, several Greek letter sororities had made their appearance on the campus, offering accommodations for a large number of the out-of-town students in houses maintained by the different groups. These and other designated private homes offered the only means for housing out-of-town women students. This plan of housing women students was not considered the most desirable, especially in view of the continued rapid growth in the enrollment of women which in 1925-1926 totaled 473.[13] While the University, therefore, was still seeking dormitory facilities, the institution in the summer of 1925 was moved to its new site south of Baton Rouge.

Robertson Hall on the old campus was thus left vacant, and Colonel Boyd, with other administrative officers, saw the possibility of transforming the old workshop into living quarters for women. In July workmen set about removing the heavy machinery, which had been replaced by more modern equipment on the new site, from the part of the building which was to become a reception room. At the time of remodeling, the arrangement was considered tempo-

[12] *Boyd's Report to the Board*, June, 1919.
[13] *Cf. Catalogue*, 1925-1926.

rary in the light of changing conditions and for that reason, and because of limited funds, the transformation was made at the least expense possible. Plans were drawn by the building superintendent—in fact, all the work was done by workmen already employed at the University—and though no major architectural changes were made, the building was converted into inviting and comfortable living quarters. At the end of six weeks the transformation was complete, and when the University opened in September the dormitory was filled to capacity with ninety-three students. The blacksmith shop with its dirt floor was made into a cafeteria and where the ring of the anvil was once heard hungry girls formed in line at meal time.

To provide additional space which the enrollment of women students in the session of 1926-1927 indicated would be necessary to accommodate the overflow from Robertson Hall, the frame Law Building and the old Hospital Building were converted into quarters for women and were ready for occupancy by the opening of the school year, 1927-1928, thereby providing space for seventy-three more. Thus 166 women students were housed in residence during the session of 1927-1928.

On the eve of the removal of Louisiana State University to its new quarters south of Baton Rouge,

Colonel Boyd began to consider how the institution could best utilize the facilities on the old campus. The site had been donated to the University by an act of Congress "for educational purposes," and for the University to cease to use it as such might result in a reversion of the property to the Federal Government.

There had always been some opposition in the State to co-education and as the new University neared completion, these objectors agitated a plan of making the old University site into a woman's college. Several members of the Board of Supervisors, as well as many prominent leaders in Louisiana, were in sympathy with the movement. The advocates of the plan reasoned that this was the opportune time to effect a separation and at the same time solve the problem of retaining the title to the old site.

Meantime, Colonel Boyd's ardent faith in co-education had given way to skepticism. He was not so sure that co-education, which had been begun in 1906 as an "experiment" but which as early as 1910 he had declared "an unqualified success," had proved wholly satisfactory and he was in favor of a more prolonged test. With the purpose, therefore, of utilizing the facilities on the old site and also providing a temporary arrangement for the separate instruction of women until the plan could be thor-

oughly tried out, he recommended in 1924 that as far as possible classes for women be conducted on the old campus. In making the proposal, he stated:[14]

For the next year at least, it will be necessary to continue the present plan of boarding and lodging the military students on the campus and letting the women students room in the town; but when dormitories for men are built on the new site, I would respectfully recommend that the dormitories on the present campus be used exclusively for women and furthermore, that their classes be conducted as far as possible on the present campus.

I have not lost faith in co-education but I have grown skeptical as to the complete success of co-education under such conditions as exist here at this time. Most of the women are in Freshman and Sophomore classes that are so large that they have to be divided into numerous sections, and of course it would cause no duplication of professors to divide the classes according to sex and have the women students taught in separate sections. At all events the next few years will offer an excellent opportunity to test this matter and let your honorable Board decide whether it is best to conduct a separate Woman's College of the University on these grounds or to build women's dormitories on the new site and conduct the University on the co-educational plan. If you so desire I shall be glad to endeavor to work out plans in detail for this change before your regular annual meeting in June.

A short time later, Colonel Boyd named a faculty committee to work out a plan whereby a part of the

[14] *Boyd's Report to the Board*, April 14, 1924.

women students might remain on the old campus, thus fulfilling the legal requirements necessary to hold the grounds for the University and at the same time permitting most of the student body to attend classes on the new site. The committee recommended that freshmen and sophomore women be taught on the old campus and junior and senior women on the new campus. In presenting the plan to the Board, Colonel Boyd explained that the arrangement was intended to be temporary and was not proposed as a definite separation of women students. The Board approved the plan, and another "experiment" in co-education was begun. All women students, however, continued to live in dormitories on the old campus. The "experiment" had been in operation for only a year when Colonel Boyd retired from active service as president of the institution, leaving to others the decision as to the continuation of the arrangement.

To provide additional housing space for women students, the old Pentagon Buildings in the summer of 1928 were converted into dormitories. Built more than a hundred years before for army barracks, the old structures were in a bad state of repair and extensive renovation was necessary to make them into desirable living quarters. Without altering in any way the exterior beauty of the buildings, the interior was completely rebuilt and made into attractive

modern dormitories. At first only the upper floors of "A", "B", "C", and "D" buildings were utilized, which provided accommodations for about 160 women but as the need arose the lower floors of the structures were converted into use.

Instruction to freshman and sophomore women was continued on the old campus for four years. After Congress approved a measure giving the University the right to dispose of the old site if it saw fit to do so, all classes, except those in the School of Music, were conducted at the new plant beginning with the session of 1931-1932.[15] The use of the Pentagon Buildings as dormitories for women was continued until January, 1932, when Smith Hall was opened for occupancy on the present University campus.

Colonel Boyd may be properly designated the "Father of Co-education" at Louisiana State University, for it was because of his interest in the education of women that he, without authority from a Board which had only recently registered its disapproval of the proposal to admit women students to the University, allowed women to enroll in the institution. He had been closely associated with women students

[15]Instruction in music was continued on the old campus until June, 1932, when the School of Music occupied the present Music and Dramatic Arts Building.

during his eight years as president of the State Normal School, and he understood their needs. He knew too that the time had come, even in the South, when it was no longer feasible to persist in maintaining separate educational institutions for men and women, and if in later life his earlier enthusiasm concerning co-education waned, the change may be attributed more to the opportunity offered for utilizing the facilities on the old campus and at the same time to try out a plan similar to the one at the Sophie Newcomb College for Women in New Orleans than to any belief that co-education was no longer desirable.

Colonel Boyd lived to see more than 1,000 women students enrolled in the University, and co-education, originally begun as an "experiment," become an important as well as a permanent policy of the university.

CHAPTER XV

Progress Despite Political Controversy

FOLLOWING THE Semi-centennial celebration, the University began an uninterrupted growth, despite political controversies, which lasted until the United States entered the World War. The seven-year period, 1910-1917, was notable for the raising of standards, the enlargement of courses of study and the establishment of new departments to meet the demands of a constantly growing student body.

The Department of Forestry was created in 1911-1912 with Jordan G. Lee, Sr., Professor of Forestry and Horticulture, as its head, and in the same session the Department of Public Speaking, with John Quincy Adams as head, was established. Both departments grew steadily and soon became important additions to the institution.

The Journalism Department, established in 1913-1914, had its beginning in 1912, when a "modest course of three hours a week under the heading of English 5-6, or Journalism" was offered by Dr. H.

M. Blain of the English Department.[1] Dr. Blain directed the courses in Journalism until the fall of 1920, when he resigned his position in the University. His resignation came just at the opening of the session, and many of the students who had been regularly enrolled in Journalism, upon learning that Dr. Blain was no longer connected with the University, changed their courses of study. For several months after Dr. Blain left the University, the few courses offered in Journalism were conducted by Solomon J. Gottlieb, editor of *The Reveille,* but the enrollment had dwindled to only a handful of students. In the winter of 1921, Colonel Boyd, who was interested in college instruction in Journalism, asked Marvin G. Osborn to assume direction of the Department. Professor Osborn, an alumnus of the University, revised the course of study, made an arrangement with the Baton Rouge *State-Times* by which Journalism students might obtain practical experience in newspaper reporting and editing, in addition to that obtained on the college newspaper, and gave new life to the Department. Under his direction, the Department grew and expanded and in a few years after he took charge it was regarded as one of

[1] *The Reveille,* May 15, 1915, 7; *Boyd's Report to Governor Hall,* May 23, 1915. The Department of Journalism was made into the "School of Journalism" in 1930-1931.

the outstanding Departments of the University as well as one of the best in the South.

The Department of Music was established in 1915-1916 under the direction of Henry W. Stopher who had been brought to the University from the Louisiana State Normal School to promote interest in music. The Department offered a four-year course designed primarily for training teachers of the subject in high schools though open to all students in the University.[2] The music course, under Professor Stopher's guidance, became one of the most popular in the University.

Created also in 1915-1916, under the provisions of the Smith-Lever act which was passed by Congress in May, 1914, was the Department of Home Economics, which, like the Department of Music, offered a four-year course especially for high school teachers. Miss Nellie Fitzgerald was the first head of the Department.

The Department of Geology, which had been nonexistent for several years, was restored in 1914 with Dr. Frederick E. Emerson as Professor of Geology.[3] Following Dr. Emerson's death in October, 1919,

[2] *Boyd's Report to the General Assembly*, 1916, 8-9. The Department of Music, also, was reorganized as the "School of Music" in 1930-1931.

[3] *Cf.* Henry V. Howe and Cyril K. Moresi, "The Contribution of Louisiana State University to the Development of Louisiana Geology" in *The Louisiana Conservation Review*, April, 1933. The Department of Geology became the "School of Geology" in 1930-1931.

no courses in geology were offered until Dr. Henry V. Howe was brought to the University, July 1, 1922, as Professor of Geology. With the appointment of Dr. Howe, the University began the development of a professional school in Geology and Petroleum Engineering.

The work of the Department of Agricultural Extension, which was established during the session of 1909-1910, was greatly enlarged and improved under the Smith-Lever act, the expansion of which brought about a revival of interest in scientific agriculture.[4] Farm and study clubs were organized to encourage the reading of farm literature, and experimentation and investigation under the supervision of the Director of the Experiment Stations, state demonstration agents, the State Superintendent of Public Education, the Supervisor of Farm and Home Study Clubs and specialists in the United States Department of Agriculture.[5] But it was not through the Agricultural Extension work alone that the University was extending its activities beyond its walls and grounds. Nearly every professor connected with the institution was doing extension work of one kind or another.[6]

[4] *Report of the Louisiana State University . . . 1916, 9.*
[5] *Boyd's Report to the General Assembly,* May 29, 1916.
[6] *Ibid.*

The Peabody Building, the construction of which was provided for in a gift of $40,000 by the administrators of the Peabody Educational Fund, was completed in August, 1915, relieving temporarily the congestion arising from the growth in student enrollment by the provision of additional class room and office space for both the Teachers College and the College of Arts and Sciences. It was a much-needed addition to the campus. The completion of the new structure also made possible the establishment of the Demonstration High School which was operated in connection with Teachers College to provide practice work for those preparing for the teaching profession.

Provision for the first student loan fund established at the University was made as early as 1905 by the Alumni Federation, then known as the Society of the Alumni, which stipulated that any unexpended money in the treasury should be used as a loan fund for students of the University. There seems to be no record as to whether or not such a loan fund ever became a reality, or if so, as to how many students were assisted. Therefore, what may be considered the first student loan fund actually provided at the University was created in the spring of 1914 through the individual contributions of the Baton Rouge chapter of the Southern Association of College Women, a group composed of alumnae of the Uni-

versity. The fund, which was established to aid women students, later became "The Loan Fund of the Baton Rouge Branch of the American Association of University Women," after the first named organization had become affiliated with the A. A. U. W. In the following year, another loan fund, known as "The Joseph Gottlieb Loan Fund," was created through the beneficence of Joseph Gottlieb, a Baton Rouge banker, who, because of his interest in the education of young men, for several years had been advancing individual loans to students of the University. These loan funds were the beginning of several others established shortly afterwards for a similar purpose.

To systematize the purchase of supplies and to provide for greater economy, Colonel Boyd recommended in 1914 the appointment of a purchasing agent for the entire University in place of each department buying its own supplies.[7] The recommendation was not acted upon, however, until June 1921, when R. L. Himes, Professor of Commerce, was named to the position. The title of "Purchasing Agent" was later changed to "Business Manager."

A step of far-reaching significance in raising the academic standards of the University was the approval by the faculty in May, 1915, of the "Elimina-

[7] *Boyd's Report to the Board*, Oct. 14, 1914.

tion Rule," a regulation specifying that unless a student passed a certain number of scheduled courses he would be automatically dropped from the rolls of the institution. In the beginning, there were relatively few eliminations under the regulation, but as the enrollment increased after the World War, the number dropped for failure to meet the requirements, increased proportionately. Designated by students as the "Hog Law," the regulation proved effective in spurring indifferent students to greater effort and in ridding the institution of those who were uninterested or incapable of pursuing college courses. The "Hog Law" soon became a "bogey-man" to students, particularly freshmen, and at the close of the first term of each session, the campus, especially in the vicinity of the men's dormitories, echoed with the hog calls of playful cadets intent upon reminding their less fortunate classmates of their impending fate. Many upper classmen became adept at hog calling and rivalry to excel in the art was keen. Just before "lights-out" the noises emanating from the barracks closely resembled a "hog calling" contest.

Only one major controversy arose during this time to disturb an otherwise peaceful existence—the recurrence of politics in the Board of Supervisors. Although politics had manifested itself in the Board

on several occasions while David F. Boyd and William Preston Johnston were presidents, Thomas D. Boyd was permitted to administer the affairs of the University without interference until Luther E. Hall became Governor in 1912.[8] The controversy centered about Dr. Charles McVea, the University surgeon.[9] Dr. McVea was an influential political leader, having once served as State Senator from East Baton Rouge Parish, and though he was connected with the University, he continued to engage in politics.[10] He and his friends had strenuously opposed the election of Governor Hall, and after the latter's inauguration, demands were made by the Hall supporters in East Baton Rouge Parish that Dr. McVea be removed and one of the friends of the administration be appointed in his place. Subsequently, at the first meeting of the Board of Supervisors after he assumed office, Governor Hall called Colonel Boyd aside and asked him to request Dr. McVea's resignation. Colonel Boyd was placed in an embarrassing position. To ask a member of his staff to resign without offering a satisfactory reason for seeking his resignation would be contrary to Colonel Boyd's policy. On the other hand, to refuse to do so might be regarded by the Governor as an effrontery, an act of insubordination,

[8] *Recollections.*
[9] *Ibid.*
[10] *Ibid.*

which could result in serious consequences especially with respect to appropriations for the University. Colonel Boyd avoided the pitfall by promising to "deliver the Governor's request," which he did, but Dr. McVea refused to resign, contending that he was appointed by the Board of Supervisors and not by the Governor.[11] Commenting on the controversy, Colonel Boyd stated:[12]

> Saw the Governor on the 9th of July. Asked him if he wished me to make formal written request to Dr. McVea for his resignation. He said no—That I had done all that was necessary. I told him that it would be embarrassing for me to urge McV. further now because of the rumors concerning my own position, that I might be charged with asking M. to resign in order to save myself. He concurred in this opinion.

No further action was taken in the matter, and Dr. McVea continued to serve as surgeon of the University. But Governor Hall's supporters were insistent, and one year later the Governor asked Colonel Boyd why he had not secured the physician's resignation. Colonel Boyd replied that he had no authority to ask for Dr. McVea's resignation; that the University surgeon was appointed by the Board just as the President of the University was and that it was a matter for the Board to decide.[13] He added that if the

[11] *Ibid.*
[12] *Memorandum*, Boyd MSS.
[13] *Recollections.*

matter came before the Board, he would not vote to dismiss an employe of the University for political reasons. Governor Hall reiterated that he would not persist if Dr. McVea were a regular member of the faculty but that the position of surgeon was considered as patronage and Dr. McVea must go.[14]

The question was brought before the Board, which at this time Governor Hall did not control, and the move to dismiss Dr. McVea was defeated, whereupon Governor Hall began the reorganization of the Board by filling four vacancies as follows: Jerome Mouton, vice J. W. Sanders, resigned; Bolivar E. Kemp, vice George Hill, term expired; C. C. Bird, Jr., vice W. M. Lyles, resigned; and Allan Sholars, vice C. C. Davenport, deceased.[15] Meanwhile, the friends of Dr. McVea begged him to resign without waiting to be forced out, pointing out that the Governor now lacked only one member of having a majority on the Board. Dr. McVea finally agreed to do so, and Dr. Robert C. Kemp of Baton Rouge was appointed in his place. The latter remained as University surgeon until after the election of Governor Ruffin G. Pleasant when Dr. McVea was named to his former position.

[14] *Ibid.*

[15] *Acts Passed by The General Assembly of the State of Louisiana at the Second Extra Session . . . 1913 . . . ,* 21.

This political controversy over Dr. McVea's position, which was the first in many years, was also the last during Colonel Boyd's administration. Though provoking considerable discussion at the time, it was, after all, only a passing event in the life of the institution. The University was developing rapidly and no political quarrel, however dangerous in its implications, could retard the institution's growth.

The attendance of students reached the highest point in the history of the University during the session of 1916-1917. During that session 888 students were enrolled in University classes for the regular session; 610 attended the summer school of 1916; there were sixty-seven students in the Demonstration High School; and 288 farmers attended the Short Winter Course in Agriculture in January, 1917.[16] But after the United States entered the World War, the advance of the University was temporarily halted while student body and faculty, moved by intense patriotism, gave liberally of their time and money to bring the great conflict to a successful end.

[16] *Boyd's Report to the General Assembly*, 1918, 6.

Chapter XVI

The University in the War Years

AFTER THE United States entered the World War in April, 1917, scores of upper classmen left the institution to enter the service, and from May, 1917, until the close of the great conflict, the interest of the entire University was devoted to helping win the war.

Less than five weeks after war was declared, 140 students left the University to assist in preparedness, military and agricultural, and before the close of the session the number reached 200.[1] Many of the faculty members joined the students in offering their services, the younger members actively engaging in military service and others taking part in the numerous financial "drives" and in work for the Young Men's Christian Association, the Red Cross, and the Knights of Columbus.

Colonel Boyd devoted a large part of his time to war work, serving on numerous committees and

[1] *The Reveille*, May 10, 1917, 1; *Report of the Louisiana State University*, 1918, 6.

councils, both local and national.[2] He was head of the District Registration Office for recruiting shipbuilders and this task, with manifold other duties, kept him busy constantly. Despite his slight physique and the fact that he had not had a vacation in many years, he threw himself whole-heartedly into the work, making trips to Washington and other cities to attend conferences and sparing neither time nor energy in promoting the cause of his country.

The Reveille was intensely loyal to the Allies, devoting much of its editorial space to explanations of "the provocation," "justification," "precedent," "the situation," and the "need for college preparedness." Concluding one editorial, it stated:[3]

> In our country's need not one of our University students will fail to respond to the call when it comes, for protecting our honor as a nation.

Colonel Boyd, in a communication to the student body, urged enlistment in a regiment to be designated "The Louisiana Cadets," the same name suggested for the unit which he proposed to raise during the Spanish-American War:[4]

> Believing that the Louisiana State University, as a great military school, supported by the State as well as by the national

[2] *Report of the Louisiana State University*, 1918, 7.
[3] *The Reveille*, April 14, 1917, 4.
[4] *Ibid.*, April 13, 1917, 5.

government, should stand at all times ready to exert every effort and to make every sacrifice to advance the interest and to promote the welfare of the country, I earnestly appeal to the graduates and former students of this University to come forward at once and enlist in the regiment of Louisiana Cadets, which two of their fellow graduates, Adjutant General C. C. McCrory and Captain Sanderford Jarman, are endeavoring to organize with the entire approval of another Louisiana State University graduate, His Excellency Ruffin G. Pleasant, Governor of Louisiana.

Commenting on the exodus of students after the opening of the training camps, *The Reveille* stated:[5]

Louisiana State University is all torn asunder by the "horrors" of war. Everyone is applying to go to the Officers' Reserve Training Camp—that is everyone who can pass the physical test and who is twenty-one years old or over. Those who were so unfortunate as to have been born less than twenty-one years ago look on enviously and try to console themselves with the thought that they can serve their country by working on the farm and supplying their more fortunate schoolmates with "spuds."

Responding to Uncle Sam's call for able-bodied men, with no incumbrances, and well educated, the flower of young manhood of Baton Rouge is preparing to go into camp at Fort Root, Little Rock, Ark. The entire organizations of the University have been slaughtered and the cadets have been left almost entirely unofficered.

So many have been the seniors that responded, it was jestingly suggested to hold the senior ball at Little Rock . . .

[5] *Ibid.*, May 3, 1917, 1.

The University, as a whole, rendered many forms of service during the conflict. Early in 1918, night classes were inaugurated to aid the drafted men in the army,[6] and several new courses relating to the preparation and conservation of food and to the various economic problems arising in the work of the food administration were offered by the University.[7] Colonel Boyd tendered the services of the entire University to the United States Government from May 1 until October 1 for the purpose of making special war preparations, and war emergency courses were given during the summer of 1918.

The enrollment for the session of 1917-1918, for the first time in twenty years, showed a decrease. In October the total was 713, eighty-nine less than the number for the previous year.[8] The war was taking a heavy toll from the cadet corps and the prospective cadets of Louisiana.

But quite as alarming as the drop in enrollment was the loss to the University of many faculty members. In addition to those who left to go into some branch of service to their country, others either resigned their positions or secured leaves of absence to accept more advantageous offers elsewhere. Among

[6] *Ibid.*, Jan. 24, 1918, 1.
[7] *Ibid.*, Feb. 7, 1918, 5.
[8] *Report of the Louisiana State University*, 1918, 6.

those who left the University were: Walter L. Fleming, who went to Vanderbilt University as Professor of History; David Blackshear, who entered the second officers' training camp at Leon Springs, Texas; Ira S. Flory, who resigned to accept a position in a New York law office; James F. Broussard, on leave at the United States Naval Academy who resigned to accept a permanent position at Annapolis; R. L. Himes, who was granted an indefinite leave of absence for war duty in Washington; Dr. Charles C. Stroud, who was called to the service of the National Y. M. C. A.; and Oscar W. Rosewall, who joined the army.[9] Professors W. R. Dodson, William O. Scroggs, Arthur T. Prescott and Milledge L. Bonham devoted their whole time for varying periods of absence to important war service.

Despite the added responsibilities brought on by the war, the University continued its regular program of activities. It was during the war period that Henry Vincent Moseley, an alumnus of the University, gave $5,500 to the University to be used for the following purposes: $3,000 for the erection of a grand stand on the athletic field; $1,000 for the Scroggs Foundation Library of Economics; and $1,000 for the Blain Foundation Library of Journal-

[9] *The Reveille*, Sept. 19, 1917, 1, 8.

ism.[10] Commenting on the value of the Moseley gift, Colonel Boyd stated:[11]

> The alumni of the University were very generous in subscribing funds to build the Alumni Memorial Hall, which is one of the handsomest and most useful buildings on the campus; but the donation from Mr. Moseley is the largest and most significant gift the University has ever received from one of its alumni.

At the close of the war, the enrollment of students resumed its climb. During the session of 1918-1919, the total registration numbered 900, the largest in the history of the institution, and in 1919-1920 it passed the 1,000 mark.[12] Though the continued growth of the University pleased Colonel Boyd, it increased the need for greater facilities. From 1920 until after the completion of the new University, therefore, most of Colonel Boyd's time was devoted to a solution of this great problem which he considered of vital importance in the development of the institution.

[10] *Ibid.*, Sept. 27, 1917, 5.
[11] *Report of the Louisiana State University*, 1918, 11.
[12] *Cf. Catalogue*, 1919-1920, 315. The total enrollment for the session of 1919-1920 was 1028.

Chapter XVII

The Greater University

THE CONSTRUCTION of the "Greater University" was the outgrowth of demands made as early as 1914 for enlarged agricultural facilities at Louisiana State University. It was in January of that year that resolutions were adopted by the Farmers' Demonstration Conference, following a two weeks' session on the University campus, soliciting the aid of farmers' clubs, commercial organizations and all interested in the agricultural development of the State to join with the members of the conference group in asking the Legislature for the money necessary to provide the Agricultural College of the University with suitable buildings and equipment such as would enable "that institution to meet more properly the increased demands of the farmers of the State."[1] Though the Legislature failed to make the necessary provisions, a movement had been started which gained momentum as the needs

[1] *Boyd's Report to the General Assembly*, 1914, 13. Members of the Resolutions Committee of the Farmers' Demonstration Conference were: John M. Caffery, Chairman; S. Locke Breaux, A. B. Gilmore, and S. Q. Hollingsworth.

of the University increased, developing shortly after the World War into a demand for a "Greater Agricultural College."

Although the building program during the period of 1900-1910 had been comparatively extensive, Colonel Boyd had never considered it entirely adequate, and hardly had the last building been completed in 1910 when the need for additional space arose. As the University continued to expand, the congestion on the campus became more serious than in 1900, when the building program began. The completion of the Peabody Building in 1915 gave temporary relief to the College of Arts and Sciences, but the College of Agriculture, housed almost entirely in the buildings on the north side of the campus which had once been a part of the old army post, had completely outgrown its quarters and was sadly in need of more facilities. The demand for additional buildings, therefore, came from the group most in need—those interested primarily in the agricultural development of the State.

Emphasizing the imperative needs of the University in his biennial report of 1914, Colonel Boyd made a strong plea for a new building and equipment for the College of Agriculture:[2]

[2] *Ibid.*, 12.

The University needs many things which its students and professors have repeatedly asked for and the lack of which has been referred to in previous reports. Among them may be mentioned a swimming pool, a gymnasium, an academic building to replace the crowded and unsuitable classrooms of the College of Arts and Sciences, better accommodations for women, larger and more suitable quarters for the Law School, and many additions and improvements asked for by the heads of departments in their reports. But the most imperative need at this time is a new building and complete equipment for the College of Agriculture.

In the presence of existing conditions in Louisiana, surely no argument is needed to prove that every agency for the development of the State's most important industry should be encouraged and fostered to the fullest extent of the State's financial ability. And the experience of other states as well as of Louisiana has abundantly shown that the Agricultural College is by no means the least useful and beneficial of these agencies.

Three years later he again stressed the requirements of the University, reiterating that the institution had outgrown its facilities.[3] The University, he explained, could spend at once thousands of dollars on buildings, books, apparatus and other equipment to the great advantage of the people of Louisiana. After mentioning the fact that the State had given only about $200,000 for buildings since the creation of the institution in 1860, he emphasized the deplorable conditions in the College of Agriculture:[4]

[3] *Boyd's Report to the Board of State Affairs*, Nov. 29, 1917.
[4] *Ibid.*

There is urgent need for a large agricultural building to replace the scattered and dilapidated shacks in which our agricultural professors are striving to compete with the facilities for instruction that are offered at other agricultural colleges; and this building alone, with its equipment, should cost at least $150,000. The buildings occupied by the agricultural departments of the University cost the state of Louisiana less than $12,000. Some of these buildings are not worth repairing and should be torn down. In fact the Agronomy building is dangerous, but must be used until the State provides other quarters for this important agricultural department.

Continuing his discussion of the University, Colonel Boyd stated:[5]

The University needs a gymnasium. I doubt if there is another state university in this country without a gymnasium. If the gymnasium is out of the question at this time, provision should at least be made for a swimming pool, which is coming to be considered a necessity at colleges or other institutions where a large number of young people are assembled.

The University needs a college farm for demonstration, as distinguished from an experiment station for research and investigation. It is becoming more and more necessary that the Agricultural College of Louisiana, like the agricultural colleges of other states, should have a large college farm to give its students more practical instruction than is possible under existing conditions, and to supply milk, vegetables, etc., to the students' boarding department. Under the Acts of Congress the experiment stations cannot do this except incidentally and then only to a very limited extent . . .

[5] *Ibid.*

The University needs a larger assembly hall; a central academic building, or separate buildings, for the law school and the departments now occupying the damp, unsuitable rooms in the basement of the pentagon; a model high school building for the Demonstration High School of Teachers College; a separate building for the department of music; and a girls' dormitory and club house. And nearly all the old buildings are sadly in need of repairs.

At the time, however, when Colonel Boyd was pleading for the provision of greater facilities for Louisiana State University, the interest of the people of Louisiana, as well as those throughout the country, was directed toward the successful termination of the World War, and nothing was done by the Legislature to relieve the University's distressing situation.

Early in his administration Colonel Boyd realized that the site of the old University campus was too small and he looked about to secure additional land. This was not easy to find, especially land adjoining the University, because the institution was hemmed in between the city of Baton Rouge on the south and east and the University Lake on the North. Colonel Boyd investigated the ownership of the land adjoining the University to the north beyond the lake and found that it belonged to the Southern Pacific Railroad.[6] The railroad company was unwilling to sell

[6] *Recollections.*

the land because it was then considering the feasibility of building a bridge across the Mississippi River at this point. Later Colonel Boyd found to his astonishment that the railroad company had sold its holdings on the east side of the river to a local brick company. The Dougherty family owned the land above the railroad property but the University was in no position to buy it.

Meantime, the rapidly growing city of Baton Rouge had almost encircled the old University site and the University holdings became more and more valuable. But because of the provision in the congressional act donating the grounds to the University, which stipulated that the land should be used for educational purposes, it was not possible, even if desirable, to dispose of the property and use the funds thus obtained to secure a more commodious site elsewhere upon which to build a new University. The problem seemed to be one of procuring additional land for the expansion of the College of Agriculture.

Colonel Boyd asked Dean W. R. Dodson of the Agricultural College to consider the desirability of a tract of land on the Plank Road several miles from Baton Rouge for experimental purposes for the College of Agriculture.[7] Dean Dodson reported that

[7] *Ibid.*

the site was not suitable and that the cost was too great. A tract of land on the west side of the Mississippi River, a few miles south of Baton Rouge, was also considered, but this project was abandoned as being impracticable.

Colonel Boyd was early attracted to the Gartness Plantation, a large tract of land about three miles south of Baton Rouge, owned by Dr. J. M. Williams. He realized that if the University could secure this site its problem of sufficient land for many years would be solved. The University had no money to buy the plantation, but Colonel Boyd awaited the opportunity when the tract could be procured for the rapidly growing institution.

In March, 1918, a convention was held in New Orleans at which various measures for the development of the State's resources were considered.[8] Prominent business and professional men from every part of Louisiana attended the meeting, including Colonel Boyd. One section of the convention was devoted to agricultural education and Colonel Boyd was named chairman of a committee to invite John M. Parker, Federal Food Commissioner for Louisiana during the World War, to preside over the group. President Boyd found Mr. Parker in his New Orleans

[8] *Ibid.*

office, coatless and buried in work, with a number of people waiting to see him.[9] He was engaged in food conservation work with Herbert Hoover, Federal Food Commissioner. Mr. Parker at first declined the invitation to preside, saying that work prevented his accepting, but Colonel Boyd insisted that he lay aside his work for a few hours and talk to the leading agriculturists of the State who wanted to hear him. He finally agreed to do so. At this meeting John Cockerham, an alumnus of the University, stated that the institution needed more land upon which to conduct experiments of an agricultural nature; that the teaching of more practical agriculture was needed; and that he knew of at least one graduate of the Agricultural College of the University who did not know "how to put a collar on a mule." This statement angered Colonel Boyd and he decided then and there that if it was humanly possible the University would secure additional land.[10]

Upon returning to Baton Rouge, Colonel Boyd asked Thomas W. Atkinson, Dean of the College of Engineering, to ascertain from the agent of Dr. Williams if the Gartness Plantation was still for sale. Dean Atkinson reported that Dr. Williams wanted $82,000 for the plantation and that he would sell a

[9] *Ibid.*
[10] *Ibid.*

sixty-day option on the property for $500. Colonel Boyd immediately gave his personal check for the $500, and the tract was held, for a time at least, for the University.[11] But the time limit of the option had almost expired and the University still could not get funds to buy the land.

Meanwhile, a bill had been introduced in the Legislature by Representative Horace Wilkinson of West Baton Rouge Parish, appropriating $82,000 "for the purchase of land for a demonstration farm." Pending consideration of the measure, the University held a "barbecue" May 22, 1918, under the management of Professors Dodson and E. L. Jordan, at the Indian mounds on the present site of the University, to create interest in the plan for the purchase of the plantation by the State for University use and also to secure legislative support. Members of the Legislature as well as other prominent citizens were invited to attend, and the following account of the event was carried by a New Orleans newspaper:[12]

> The barbecue was served by uniformed cadets and coeds from the Louisiana University. Water, buttermilk and sweet milk were the drinks. The only stimulant was black coffee,

[11] *Memorandum*, Boyd MSS. The cancelled check given by Colonel Boyd is now preserved, with other valuable papers and documents, in the Historical Museum of Louisiana State University.

[12] *Times-Picayune*, May 23, 1918, 5.

dripped under the direction of Izzy Wolf. Significance may have been attached to the fact it was the first "dry" barbecue in the history of Baton Rouge. This was the assertion of old-timers. Practically every member of both the House and Senate attended.

The University band and the Glee Club furnished music for the occasion.

The speakers' stand was constructed between the two Indian mounds under giant live oaks and magnolias. Mayor Alex Grouchy of Baton Rouge was Master of Ceremonies. It was a momentous occasion in the history of Louisiana and the University, for at this assembly a definite plan for the development of a "Greater University" took shape, though it remained for one of Louisiana's foremost leaders, John M. Parker, to provide the means for a realization of the plan. Addresses, stressing the necessity for the purchase of the property for the University, were made by: John M. Parker; James M. Thomson, publisher of the New Orleans *Item;* Representative Horace Wilkinson of West Baton Rouge Parish; State Senator Leon R. Smith of Caddo Parish; T. H. Harris, State Superintendent of Public Education, W. H. Hodges of Bossier Parish; J. W. Supple of Iberville Parish; Gabe Montague of Terrebonne Parish; W. R. Dodson of the University faculty; and Eugene Caze-

dessus, Baton Rouge business man.[13] Finally Governor Ruffin G. Pleasant spoke to the assembly asserting that if the Legislature would pass the bill appropriating the necessary funds he would find the money.

Acting to save the property for the University since the Legislature could not provide the necessary funds soon enough to buy the plantation before the expiration of the option held by Colonel Boyd, nine interested citizens of Baton Rouge on the day following the "barbecue" signed a note, borrowed $50,000 from the Louisiana National Bank and bought the tract, giving a mortgage on the property for the balance.[14] The purchase was made May 23, 1918. The signers of the note were: Thos. W. Atkinson, Robert A. Hart, D. M. Reymond, J. Allen Dougherty, S. J. Gianelloni, W. R. Dodson, O. B. Steele, J. H. Rubenstein, and Benj. B. Taylor.[15]

The statement from Governor Pleasant that if the Legislature would approve the bill appropriating the $82,000, he would find the money, practically insured its passage and it went through both houses without serious opposition. The men who had signed the note

[13] *Idem.*
[14] Facsimile of the note, Boyd MSS.
[15] *Ibid.* The note was signed in the order in which the names are listed.

transferred the plantation to the University August 15, 1918.

During the Farmers' Short Course in the summer of 1919, a mass meeting was held in Garig hall and a movement begun to conduct an educational campaign throughout the State for the development of a "Greater Agricultural College."[16] At this assembly the Greater Agricultural College Association was organized with Dr. Roy O. Young of Youngsville as president; Clarence Ellerbe of Shreveport, as vice-president; and W. P. Connell of Baton Rouge, as treasurer. These men and their colleagues for several months conducted a vigorous campaign throughout the State.[17]

In the fall of 1919, John M. Parker became a candidate for governor and made the development of the Greater Agricultural College a salient feature in his campaign. He advocated the utilization of the Gartness Plantation as the site of a greatly enlarged plant for the College, and he proposed to secure funds for the building of a new University by the levying of a severance tax of two per cent on the natural resources of the State.

[16] *Report of the Board of Supervisors*, 1920, 12-13.
[17] *Idem.*

It soon became evident that it was not practical nor desirable to move a part of the institution from the old site to Gartness Plantation but that the whole University would have to be moved. As a consequence, after the election of Governor Parker in 1920, it became the manifest destiny of the Louisiana State University and Agricultural and Mechanical College to move from its circumscribed location in the old army post to a permanent home on the new site in South Baton Rouge.

In April, 1920, the Governor-Elect, John M. Parker, asked members of the Greater Agricultural College Association to make a tour of inspection of the leading agricultural colleges of the Middle West and to report to him with recommendations upon their return. Those making the trip were: Dr. Roy O. Young of Youngsville, Clarence Ellerbe of Shreveport, W. P. Connell of Baton Rouge, J. C. Pridmore of Shreveport, Horace Wilkinson of Port Allen, B. W. Marston of Shreveport, C. Patout Burguieres of Foster, John S. Russell of Poydras, Dr. Oscar Dowling, President of the State Board of Health, of New Orleans, J. H. Fullilove, Jr., of Shreveport, Leo L. Judice of Scott, and W. L. Houlton of Uneedus. At their own expense, they visited Clemson College, South Carolina; the Universities of Tennessee, Illinois, Wisconsin, Minnesota; and one of the party visited

Baton Rouge, La., May 23rd, 1916.

After date I promise to pay to the order of
.....
at LOUISIANA NATIONAL BANK, of Baton Rouge, Louisiana, FIFTY THOUSAND ($50,000.00) DOLLARS for value received, with interest at the rate of six (6%) per cent per annum from maturity until paid. And in the event this note is not paid at maturity, and is placed in the hands of an attorney at law for collection, or is sued on, ten per cent additional on the amount of note principal and interest as attorney's fees. The endorsers and sureties severally waive presentment for payment, demand, protest, notice of protest, and notice of non-payment and consent to any and all extensions of payment.

No. 1.

Baton Rouge, La. Apr. 26, 1918 No. 34

LOUISIANA NATIONAL BANK

Pay to the order of J. W. Atkinson $ 500.00

Five Hundred 00/100 Dollars

COLLECTABLE AT PAR THROUGH NEW ORLEANS BRANCH OF THE FEDERAL RESERVE BANK OF ATLANTA.

Thos. D. Boyd

ABOVE—FACSIMILE OF THE NOTE GIVEN BY NINE BATON ROUGE MEN TO BUY THE PRESENT SITE OF THE UNIVERSITY.

BELOW—FACSIMILE OF THE CHECK GIVEN BY COLONEL BOYD TO BUY A SIXTY-DAY OPTION ON GARTNESS PLANTATION WHICH SAVED THE SITE FOR THE UNIVERSITY.

the Agricultural College at Guelph, Ontario. Upon their return, they submitted reports which were printed in pamphlet form and distributed. Their report recommended that the State ought to have an agricultural college second to none; that it should not be separated from the University; and that it should be financed by a one-mill state-wide tax. Individuals reports were made as to minor details.

The Building Committee of the "Greater University" was composed of: Edward J. Gay of Plaquemine, and John T. Laycock of Baton Rouge, from the Board of Supervisors; Dalton Reymond of Baton Rouge, J. K. Newman of New Orleans, and Robert A. Hart of Baton Rouge, from distinguished citizens of the State; W. R. Dodson, Dean of the College of Agriculture, Thomas W. Atkinson, Dean of the College of Engineering, and Arthur T. Prescott, Dean of Administration, from the faculty; Governor John M. Parker, and Colonel Thomas D. Boyd, ex-officio members. This committee held its first meeting February 4, 1922, and laid plans for the building of the new institution.[18] The first spade of dirt was turned and construction started Thursday, March 29, 1922.[19] The occasion of the ground-breaking was

[18] *Minutes of the Building Committee*, February 4, 1922.
[19] *The Reveille*, March 31, 1922, 1.

significant and a large number of students, faculty members and Baton Rouge citizens were present. *The Reveille* carried the following account of the event:

Actual construction on the first building of the Greater Agricultural college began Thursday afternoon on the recently contracted dairy barn when Governor J. M. Parker broke the dirt for the site of this first building. This immense barn, which will have a floor area of 13,000 square feet, and will have concrete floors and concrete and brick sides, will be built by a New Orleans contractor, August Barbay, the contract figure at which the Building Committee of the new University awarded it being $28,000.

R. L. Himes, University Purchasing agent and Secretary of the New University Building Committee, announced today that bids for the erection of another large structure will be opened on April 10, and that from that time on, construction work on the various buildings will be rushed along as financial arrangements are made. Additional railroad trackage and switch facilities are to be laid soon by the Y. & M. V. so that building materials can be handled expediently.

Present with Governor Parker at the ceremony of breaking ground for the first University building were members of the Building Committee including President T. D. Boyd, Prof. T. W. Atkinson and Colonel A. T. Prescott of the University faculty; J. K. Newman of New Orleans; Dr. W. R. Dodson, Dean of the College of Agriculture; J. T. Laycock, Ex-Senator Gay, and Dalton Reymond of Baton Rouge.

Seeking the best architect available to design the buildings of the new institution, the Building Committee August 1, 1922, selected Theodore C. Link of St. Louis. Mr. Link worked on plans until his death November 12, 1923, after which work was continued under the direction of his son, C. V. Link, who had been associated with his father from the beginning of the project, until the summer of 1924, when the firm of Wogan and Bernard was employed to complete the plans for the new institution.

The severance tax, which was passed by the Legislature at its regular session in 1920, was used solely for buildings and equipment and for operating the college farms until June 30, 1922; between July 1, 1922 and January 1, 1925, the tax was utilized for all purposes, including maintenance. After January 1, 1925, the severance tax was turned into the general fund of the state treasury, and the University was supported by the one-half mill state tax as provided for in the Constitution of 1921. Originally estimated to yield as much as $5,000,000 for buildings and equipment, the tax fell far short of this figure producing up to January 1, 1925, $3,578,703.46.[20]

Even before the University began to profit by the operation of the severance tax, the appropriations

[20] *Memorandum*, Boyd MSS.

for the support of the institution had been more than doubled during the first two years of the Parker administration. In 1919-1920, the appropriation for support was $135,000; in 1921-1922, it was $283,612.[21] This handsome increase in the state appropriation enabled the University to stem the tide of resignations of professors, which had continued after the World War because of the low salaries paid, and prevented its retardation on the eve of the greatest expansive program in its history. With the exception of the Dean of the College of Agriculture, the maximum salary of deans in 1922 was $3,240. The salaries of full professors, who were heads of departments, ranged from $2,000 to $3,120, the average being about $2,500.[22] Colonel Boyd had frequently deplored the low salary scale, pointing out how hard it was to replace good men at the same salary. The Executive Committee of the Board, upon his recommendation, in 1918 had made sweeping salary adjustments for the session of 1918-1919, to compensate in part for the rapidly rising cost of living. Further adjustments were made in 1919, but the salary schedule was far out of line with salaries in other fields. The large increase in appropriations, therefore, saved many good men to the University and also enabled the institution to employ additional

[21] *Boyd's Report to Governor John M. Parker*, April 3, 1922.
[22] *Ibid.*

teachers. The expenditure for salaries in 1922 was more than twice what it had been in 1918, and still many of the University teachers were "overworked and underpaid."[23] The University's revenues during the Parker administration, however, continued to increase. In 1924-1925, the institution received $606,680 for support, and in 1925-1926, after the funds derived from the state tax were credited to the University, it received $695,000, more than five times what it had got in 1918-1919, when the enrollment was only about 750 less than it was in 1925-1926. As a result of the improved financial conditions, the Board of Supervisors, acting upon Colonel Boyd's recommendation, in June, 1926, authorized a general salary raise for practically all of the members of the faculty and staff of the University to become effective immediately. For the first time in its sixty-five years of existence the University had sufficient means to carry on its growing activities.

Expressing to Governor Parker his deep appreciation for the service he had rendered the University, Colonel Boyd, in a report to the chief executive in 1922, stated:[24]

> . . . But, my dear Governor Parker, the crowning glory of your administration, so far as the University is concerned, is the levying of the two per cent severance license tax and its

[23] *Ibid.*
[24] *Ibid.*

dedication to the establishment and development of the Greater Agricultural College. Nothing could have been more far-reaching in its benefits to the people of Louisiana, and by that act alone, to say nothing of your other achievements, your name will be written large in the history of this State and of this country for all time.

With the financial needs of the University well taken care of, Colonel Boyd now directed his efforts toward improving the teaching staff through the employment of vigorous young men with the highest academic qualifications. Some of the outstanding men on the University faculty were brought to the institution during the latter years of Colonel Boyd's administration. With the additions to the teaching staff, standards were raised, library facilities were improved and new courses were added. A spirit of optimism prevailed among students and faculty. Higher standards brought high recognition to the Law School, which was admitted in December, 1924, to membership in the Association of American Law Schools, and to the Department of Journalism, which in December, 1927, was admitted to membership in the American Association of Schools and Departments of Journalism.

The enrollment of the institution had grown steadily, reaching 1,620 in 1924-1925, the last year in which instruction was offered to the entire student

body on the old campus. The large increase in the number of students produced greater problems, especially in discipline. A change from the military discipline, under which both military and non-military students were governed, was needed. The old demerit system had been outgrown. Colonel Boyd in 1925 named a committee consisting of faculty members and representatives of the junior and senior classes to formulate a plan.[25] Working throughout the session of 1925-1926, the Committee made a thorough study of conditions, reporting June 15, 1926, that the disciplinary plan then in operation was deficient in that it failed to differentiate clearly between the requirements of academic discipline, which should apply to all students alike—male and female, military and non-military—and military discipline, which concerned only members of the cadet corps. The Committee recommended that three classes of discipline be recognized and defined: (1) academic discipline; (2) military discipline; and (3) misconduct.[26] It also recommended that the Office of Dean of Men be established to administer the regulations concerning academic discipline. Acting upon the

[25]The members of the Committee consisted of the following: Major W. E. Brougher, Commandant of Cadets, Chairman; Professors A. G. Reed, Charles W. Pipkin, and Mrs. Mary C. Herget, Dean of Women, from the faculty; and G. E. Barham and E. P. Athens, from the senior and junior classes respectively.

[26]Members of the Committee to Boyd, June 15, 1926, Boyd MSS.

Committee's recommendation, Colonel Boyd created the position, naming Colonel Prescott, the Dean of Administration, to the new office and Homer L. Garrett, Associate Dean.

The new University was sufficiently completed to be occupied for the session of 1925-1926, and the removal of the equipment from the old campus to the new was started in the summer of 1925. Class work was begun at the new plant in September, 1925. But the cadets corps was not moved from the old barracks to the dormitories on the new campus until April 11, 1926, after the cafeteria began service on the new site.[27] The night before the removal began, 800 cadets and former cadets gathered with the officers of the military faculty in Garig Hall for a farewell party, which was continued after the cadets returned to the barracks until late into the night. *The Reveille* describes the event in the following words:[28]

> The cadet corps which these old barracks have for so long sheltered has moved on, leaving them behind, antiquated relics of a past era. But it is not to be expected, that with so varied and adventuresome a past, these old survivors would allow themselves, worn as they might be to be relegated into oblivion without one final and dramatic gesture.

[27] *The Reveille*, April 14, 1926, 6.
[28] *Idem.*

So it is not at all surprising that at about 11 o'clock Friday night things began to take on an air of extreme liveliness and excitement around the historic pentagon. Missiles, streaming through the air, landed with resounding emphasis upon the old gray walls, or crashed with a merry tinkle through window panes. Shouts and cries rent the air; here and there could be seen a flaring light which flickered a moment only to be almost immediately extinguished. Soft hurrying feet could be heard scampering ominously about during a momentary lull in activities.

Then came the final ringing outburst. Having collected the final particle of last winter's coal, the defenders of the valor of Companies "B" and "C" commenced a cannonade that was heard far over the campus. Fast and furious waxed the strife while the old buildings looked imperturbably on, no doubt enjoying with an inward smile this mock warfare—a smile that was not unmixed with a little sadness as perhaps they realized that this was the last rollicking scene they would ever gaze upon.

By midnight all was still and the old buildings were alone with their memories . . .

Immediately following the occupation of the new plant, plans were laid for the dedication of the University in the spring of 1926. Originally scheduled for January 2, the sixty-sixth anniversary of the opening date of the University, the time was later set for April 30, the anniversary of the admittance of Louisiana into the Union as a State, and May 1 and 2. The dedicatory program was directed by a general

faculty committee consisting of deans and directors of which Colonel Prescott was chairman. The general committee was assisted by a number of special committees which included several members of the Board of Supervisors and by nearly every member of the faculty.[79] The dedication of the University was one of the significant events in Louisiana history. Hundreds of distinguished educational leaders from Louisiana and throughout the country were present for the occasion. The following account appearing in the college newspaper gives a description of the ceremonies:[80]

Successful and impressive in every detail, the dedication ceremonies of the new Louisiana State University brought approximately 3,500 people, including military and educational leaders and prominent statesmen, to the campus for the three-day exercises last Friday, Saturday and Sunday. Beautiful weather, except for light showers late Saturday afternoon which necessitated holding the barbecue under the cloisters of the new dining hall instead of in the open air about the Indian mounds, lent its assistance to the success of the solemnities.

In a setting of pageantry and splendor, with all the color and impressive display befitting the occasion, the formal dedication of the University and of the War Memorial tower took place Friday morning. From the canopied terrace of the Campanile Gen. Robert Lee Bullard, head of the National Security League, extended the greetings and congratulations of President

[79] *Boyd's Report to the Board*, June 14, 1926.
[80] *The Reveille*, May 5, 1926, 1-2.

Coolidge to the University authorities, statesmen and the people of Louisiana on the completion of their new educational plant.

The ceremonies of the morning constituted perhaps the most impressive and colorful series of events seen in Baton Rouge in many years. The campus, beautiful in its spring garments of soft green, the buildings, standing out in all their beauty of line and color, early in the morning began to be alive with activity. Coming first in small numbers, then as the hour for the ceremonies neared, forming a steady stream from the bus terminals, spectators were coming to the scene as early as 8 o'clock. Bright, gay spring dresses of ladies and young girls made vivid splashes of color against the green of lawns and shrubbery as their wearers leisurely strolled about while waiting for the ceremonies to begin. Cadets in their summer dress uniforms of blue-gray coats and white duck trousers stood about waiting the order to "fall in," and the Plaza, as the space in front of the Campanile is termed, was thronged.

Hundreds of alumni, back to witness this great day for their Alma Mater, were included in the crowds. Promptly at 9 o'clock, the cadet band, under direction of Prof. Frank T. Guilbeau, burst into martial music. The band was seated on the left of the Campanile terrace, while the section for the University orchestra and chorus was at the opposite end of the terrace.

As the hour for the dedication ceremonies grew nearer, the throngs increased and by 10 o'clock the benches which had been placed in the Plaza for the spectators were all filled, and many people were standing.

The cadet battalion had been marched in military array to a position directly in front of the speakers' places, where they stood at ease in solid formation of blue and white clad figures,

while waiting for the arrival of the academic procession. To their left, in a special reserved section, sat the delegates to the Scabbard and Blade national convention. In the office of the dean of women, ladies of the University and of Baton Rouge were welcoming the distinguished visitors' wives, who were to occupy a place of honor on the platform of the south administration building. All the while the cadet band was filling the air with music.

With the speakers' platform effectively decorated with potted palms and a few baskets of spring flowers, the stage was ready and waiting for the impressive ceremonies of the dedication.

At 9:45 o'clock, to the solemn, stirring notes of a processional march played by the cadet band, the academic procession began. Faculty, distinguished guests, members of the board of supervisors, representatives of other universities, alumni wearing the scholarly robes in colors designating their degrees, had been formed in line in the Hill Memorial library, directly behind and across the main quadrangle from the Campanile.

With the first notes of the processional, the impressive march began. Headed by President Thomas D. Boyd, the long line of black-robed figures filed, two by two, out of the north door of the library. The procession, marching slowly and with great dignity, followed the walk to cross in front of the library, turned at the south end of the building toward the Campanile. After the president came the military officers, who wore their dress uniforms, and the speakers. These were followed by the delegates of the various universities, who marched in order of their institutions' founding, Dr. A. G. Reed, representing Harvard, leading. Then came the L. S. U. faculty, followed by the alumni of the University.

Entering at the rear of the Campanile, the procession marched through the corridor and out into the stage formed by the Campanile terrace. Governor Fuqua and former Gov. John M. Parker were already in their places.

Throughout the march of the procession motion picture cameras were clicking.

Chief Justice Charles A. O'Neill presided. In his introductory remarks he spoke of the Louisiana State University as a beacon light of learning to ennoble and refine the lives of the youth of the state, to herald opportunity. All over Louisiana can be seen, in the lives of her alumni, the greatness of L. S. U., he declared. He emphasized the importance of the University as a builder of character.

Gen. R. L. Bullard, representative of President Coolidge, delivered the dedicatory address, expressing the president's regret at his inability to attend, and extending the executive's congratulations.

Taking as his theme the University's function as a trainer of youth for citizenship, the general dedicated the institution to "the building and shaping of the minds of the youth of the nation, so that they will act uprightly, render justice, love mercy, and give service to their fellowmen . . ."

Col. John McQuigg, national commander of the American Legion, was introduced by John D. Ewing, past department commander of the legion, of Shreveport. Colonel McQuigg's address was a plea for peace maintained by the preparedness for war . . .

As his voice stopped, the cadet battalion band began "the Star Spangled Banner," cadets and military men assembled lifted their hands in salute, and the large crowd rose reverently.

At the close of the national anthem, a bugle call sounded clear. Standing in the walkway, on the top of the main hallway of the War Memorial tower, from which the Campanile proper rises, was the bugler, Hypolite Landry, and on either side, at the far ends, stood a flag bearer and sentinel, the one on the south holding the Stars and Stripes and the one on the north, the blue emblem of Louisiana's University.

When the notes of the bugle died, across the campus sounded the cannon's volley, and 18 salutes were fired from the lawn, to honor Louisiana State University's dead who gave their lives in the World War.

Distinguished visitors and official representatives of other colleges were entertained by the University with an elaborate luncheon at 1 o'clock at the University dining hall.

Tables were arranged in the shape of a gigantic "L," and decorations and menu were typical of Louisiana. The home economics department of L. S. U. arranged and served the luncheon, which was delightful in every detail, and faultlessly served.

Following the luncheon visitors went to the Greek theatre where greetings were extended to Louisiana's new University.

Edward J. Gay, former United States senator from Louisiana and chairman of the University building committee, presided, and the address of welcome was given by President Thomas D. Boyd.

Mr. Gay, who presided, traced the origin of the new University, and reviewed the details of the purchases of the land. He paid high tribute to Governor Parker, whose administration was largely dedicated to the establishment of the greater University. He spoke feelingly of Theodore Link, the notable architect who planned the beautiful University buildings, and

whose sudden death occurred before he could see the completion of his work. Mr. Link's presence was sadly missed on the occasion of the dedication, declared the speaker. He then paid tribute to the University faculty.

In presenting President Boyd, who delivered the address of welcome, Mr. Gay declared that the president of the University had dedicated his life to the youth of the state. He said the name of Colonel Boyd was synonymous with that of L. S. U.

President Boyd said that never before had he attempted to welcome so distinguished a company, and he expressed thanks to all those who had come to assist in the dedication of the new university. He then reviewed to the visitors the history of the Louisiana State University.

John M. Parker, former governor of Louisiana to whom so much credit is due for the building of Louisiana's new University, brought greetings from leaders in the movement for a greater agriculture college.

President John C. Futrall, of the University of Arkansas, brought a message from the state universities. President A. B. Dinwiddie, of Tulane, brought a message from endowed universities and President F. D. Sullivan, S. J., of Loyola, spoke as a representative of church colleges.

Charles A. Holcombe, member of the constitutional convention of 1921 and state senator from East Baton Rouge, brought greetings from enactors of constitutional and statutory provisions establishing the greater University.

T. H. Harris, state superintendent of public education, spoke as a representative of the department, and Harry D. Wilson, state commissioner of agriculture, spoke as a representative of the agricultural department.

Friday evening, following a beautiful and impressive presentation of "Louisiana in Flags and Music," in the Greek theatre under direction of J. St. Clair Favrot, commander of the Spanish War veterans, department of Louisiana and H. W. Stopher, head of the music department of L. S. U., interesting addresses were delivered by Dr. C. C. Little, president of the University of Michigan, and Dr. W. O. Thompson, president emeritus of Ohio State University.

Saturday morning was given over to a public inspection of the grounds and buildings, during which the cadet band gave a concert. Saturday at noon the alumni and friends of the University assembled in the new dining hall for luncheon, General John A. LeJeune giving the principal address. Colonel Boyd's portrait was presented to the University by the alumni.

Saturday afternoon the crowds assembled in the new stadium to see L. S. U. win a decisive victory over Tulane in the dual track and field meet, and Saturday evening the barbecue and fete champetre, followed by the reception to the founders, brought the day to a close. At the head of the receiving line stood former Governor Parker, "father of the new University," who shook hands with hundreds of citizens who called to pay their respects to the practical dreamers responsible for the new plant.

Sunday morning the dedication sermon by Bishop E. D. Mouzon of Nashville brought the dedication ceremonies to a close.

The dedication of the new University was the crowning event in Colonel Boyd's life, the realization of a dream come true. A magnificent institution,

with buildings of artistic design, stood on a broad expanse of ground where five years before had grown the sugar cane and cotton of Gartness Plantation. Here, indeed, was a plant which in size and beauty exceeded the hopes of those earnest workers, who, for almost a decade, had striven to secure enlarged facilities for the University. Originally conceived as a means to enlarge the College of Agriculture, the movement rapidly developed, under the leadership of John M. Parker, into a plan for a "Greater Agricultural College," offering to all the young men of the State, rich and poor alike, unlimited educational opportunities. After the members of the Greater Agricultural College Association had toured the South and the Middle West, recommending that the Agricultural College should not be separated from the University proper, it was decided to make the proposed new institution not merely a "Greater Agricultural College" but a "Greater University."

Though it devolved upon Governor Parker to provide the means by which the institution could be built, it was Colonel Boyd's foresight which saved the present site for the University and his careful planning which made its purchase possible. Governor Parker, with characteristic modesty, has given Colonel Boyd most of the credit for the building of the new University. At a dinner in Baton Rouge in the spring

of 1923, where Governor Parker and Colonel Boyd were fellow guests of honor, the former, in the course of a speech, turned to the latter and said:[81]

> With reference to the Greater L. S. U. all I did was to take advantage of the opportunity offered me in my position, to make possible by the co-operation of many others, the realization of the vision and the dream which you, Colonel Boyd, and others like you devoted to this institution, had treasured and worked for, through years.

In commenting on this generous statement by Governor Parker, the *Times-Picayune* had the following to say:[82]

> Perhaps Governor Parker modestly and generously understated his own part in bringing the great state university into being. He did only simple justice to Colonel Boyd, whose retirement from active service to the earned repose of "president emeritus" is now foreshadowed.
>
> Colonel Boyd, as all familiar with the educational history of Louisiana know, has devoted a rounded lifetime to the service of the state. When he assumed the presidency of L. S. U., it was of less than mediocre rating, illy supported, with slim attendance, existing from hand to mouth by grudged and haphazard appropriations. Compelled to deal with conditions as he found them, to walk the cautious ways of one whose charge was often at the mercy of faction, required to make a dollar do the work of two, he kept constantly before him the objective of converting Louisiana to belief in an institution capable

[81] *Times-Picayune*, March 1, 1924, 6.
[82] *Idem.*

of rendering the service to the state that is rendered by such institutions as the Universities of Wisconsin, Illinois, Minnesota and Nebraska—and finally to persuade that belief to take creative action.

He and a group of loyal co-workers, through the years, gained converts here and there, in political circles and in business—finally even among the farmers who had and have most to gain and have been and are most skeptical.

John M. Parker, a convert to the idea before he was a candidate for governor, because he was an enlightened and intelligent farmer as well as a practical business man, threw the whole force of his personality and his position into the cause. He brought it to victory and to realization, perhaps a decade in advance of what was probable before he took up the fight.

Colonel Boyd will retire, leaving an institution that already ranks with the leading state universities of the South and the Mississippi valley, attended by five times the numbers he found when he became president, and with the knowledge that the greater institution to which he dedicated his life is rising into stately being on the highlands fronting the river just below Baton Rouge.[88]

No greater contribution to the welfare of this state has been made in this generation. Without Parker and without Boyd it would not now be in our possession.

If Colonel Boyd failed in the beginning to envision a new University on the newly acquired tract, it was

[88]The *Times-Picayune* underestimated the increase in the number of students. The growth in enrollment was not "five" times but fourteen times as great as when Colonel Boyd became president, for the enrollment in the University proper the year before he assumed the presidency was only 122.

because of the difficulty which he had experienced for so many years in securing funds for the University. Since the Legislature had not provided money to build a new agricultural building, as badly needed as it was, after Colonel Boyd had requested it again and again, it would have been preposterous indeed to hope that it could find the means to build a new plant. When Colonel Boyd was seeking additional land for the University, it was with the idea of providing for the enlargement of the College of Agriculture, and the legislative appropriation of $82,000 was for the purchase of "a demonstration farm." But once a practical plan was offered by Governor Parker for financing the building of a "Greater Agricultural College," Colonel Boyd enthusiastically endorsed the proposal and worked unceasingly to erect on the broad tract, which he had selected and which his personal check had held for the University, not a "Greater Agricultural College" but a "Greater University" providing the best instruction possible in all branches of study.

Chapter XVIII

The Retirement of Colonel Boyd

SHORTLY AFTER the close of the World War Colonel Boyd decided to retire from the active direction of the University, in the event he obtained a retirement allowance from the Carnegie Foundation which he was seeking. His duties during the war had been unusually heavy, and his responsibilities as head of the University were growing, while his physical strength was declining. Moreover, he had served as president of the University for nearly a quarter of a century and he decided that if he were successful in obtaining a modest retirement allowance he would turn over his duties to a more active man. Writing to a friend, Dr. George H. Denny, President of the University of Alabama, concerning the possibility of getting a retirement allowance from the Carnegie Fund, he stated:[1]

> . . . I have been in harness long enough; and like other college workers, have been enabled to lay by very little for the "rainy day."

[1] Boyd to Denny, Dec. 13, 1919, Boyd MSS.
[2] *Ibid.*, Jan. 15, 1920, Boyd MSS.

A few weeks later he again wrote to Dr. Denny asking his advice as to the best procedure to follow in procuring an allowance:[2]

> . . . I have never heard anything from Dr. Pritchett (Director of the Carnegie Board) concerning my application for a retiring allowing from the Carnegie Foundation, and I am wondering whether it would be well for me to have letters of recommendation sent to him by the Governor of Louisiana, the Louisiana senators, and other prominent persons. Do you think that such letters would do any harm?

Efforts to secure an allowance, however, were unsuccessful, and Colonel Boyd temporarily abandoned his plan of retiring as president of the University, though he still believed that the affairs of the institution should be placed in the hands of a more vigorous man. Writing to Dr. Denny early in 1921, he stated:[3]

> I have accomplished nearly everything I set out to accomplish when I took charge of the University, and I have reason to believe that my services have not been unsatisfactory. I feel, however, that the time is fast approaching when I should retire from active service. By an act of our General Assembly at its last session the University will soon come into possession of several million dollars for the development of its College of Agriculture. These funds will bring about such a new departure in the development of the institution that I believe its affairs should be placed in the hands of a younger and stronger man,

[3] *Ibid.*, Feb. 26, 1921, Boyd MSS.

who could shape and guide its career many years longer than a man of my age.

At this time he had just passed his sixty-seventh birthday.

By 1923 he had begun seriously to consider submitting his resignation to the Board. He felt that the University was operating smoothly, the work on the new plant, which had been going on for more than a year, was being carried on rapidly and the session of 1922-1923 had been harmonious and successful.[4] He was nearing his seventieth birthday, and he thought he should retire.

Therefore, while the new University was still under process of construction, he tendered his resignation to Governor Parker November 1, 1923, to become effective at the close of the session of 1923-1924, or sooner if it was so desired. His letter of resignation follows:[5]

To you and through you to the Board of Supervisors, of which you are ex-officio President, I respectfully beg leave to tender my resignation as President of the Faculty of the Louisiana State University and Agricultural and Mechanical College, to take effect at the end of the current session or at an earlier date if the Board should desire.

As you are aware, it has not been my wish to remain in charge of the University after the institution has been moved

[4] *Boyd's Report to the Board*, June 11, 1923.
[5] Boyd to Parker, Nov. 1, 1923, Boyd MSS.

to its new location, and I should have resigned sooner had it not been for the unexpected but unavoidable delay in carrying on the construction work on the new site in South Baton Rouge. For several years I have been telling my friends that I intended to retire as soon as the University is ready to move . . .

It is true that the building program has not been carried out as rapidly as we had hoped, nor have the available funds come near to fulfilling our expectations; but it is safe to assume that the removal in the near future is an assured fact, and it has been my intention to step aside in time for my successor to take charge some months before the actual removal occurs.

In a few months, God willing, I shall have completed my seventieth year. More than half of my life has been spent at the head of one or the other of Louisiana's two largest State institutions, the State Normal School at Natchitoches, and the State University at Baton Rouge. The people of Louisiana, through their representatives on the governing boards of these institutions, have honored me far beyond my deserts, and I am sincerely and profoundly grateful—grateful not only to the people of the State but to their representatives in general assemblies and legislatures and to the chief executives whom they have elected during this period to the highest offices in their gift. I am especially grateful to you and to the Board of Supervisors for the unceasing support you have given me in my efforts to build up here an institution worthy of the great State whose name it bears.

In presenting my resignation, I hope I may be pardoned for referring with pride to the fact that the Louisiana State University has developed as rapidly during the last twenty-seven years as any institution in this country having no larger income and serving a State with no greater population. It has been my

happy privilege to witness its growth from a small college with inadequate income to a university with six well organized schools and colleges and with ample funds in prospect, I trust, for its development into the greater university you have in mind.

The enrollment of students in the University proper is now 1,343, an increase of eighteen per cent over the enrollment on the same date last year. In 1896-'97, the total enrollment in the University proper was 122 with only about six (6) high school units required for entrance to the Freshman class, while the entrance requirement is now sixteen (16) high school units. Since 1896, summer sessions, short courses, many new departments, and the great agricultural extension division, have been established. The faculty is now larger and stronger than ever before and the equipment is ample for excellent instruction. I believe that the people of Louisiana should be congratulated upon the growth of their State University, its present condition and its future prospects. This happy consummation is due to the steadfast loyalty of its students and alumni, the devotion and harmonious cooperation of its professors, and officers, the uniform and consistent support of its Supervisors, and especially to the unselfish and untiring efforts of the present Governor of Louisiana.

In conclusion I cannot refrain from expressing my profound gratification that I have been permitted to take part in directing the education of so many young men and women who are leaders of distinction not only in Louisiana but in other states and countries.

Very respectfully,

Thos. D. Boyd.

Governor Parker called a meeting of the Board of Supervisors for April 14, 1924, and a meeting of the

University alumni was also announced for the same date.[6] As Colonel Boyd's resignation became known a storm of protest arose from all parts of Louisiana. Prominent alumni and other leaders over the State joined the press in a plea that he remain in active service until after the completion of the new plant. The alumni at its meeting passed a resolution endorsing Colonel Boyd's administration and asking that he remain as president until after the dedication of the new institution. The Board also asked Colonel Boyd to withdraw his resignation, which he agreed to do.[7] Commenting on the action of these two bodies, the Baton Rouge *State-Times* stated:[8]

> Insistence on the part of both the alumni body of the Louisiana State University and the board of supervisors of the institution that President Thomas D. Boyd remain at the head of the university during the period of transition from the old campus to the new, and longer, is at once an expression of love and confidence by those who know Colonel Boyd best and a tribute to his well-known capacity as an administrator and executive.
>
> There can be no doubt that these two organizations have acted wisely and it is gratifying to the friends of L. S. U. that President Boyd will accede to their wishes. No man is so well qualified to direct the affairs of the institution during this trying period as he who has presided over its destinies for more than a quarter of a century.

[6] *The Reveille*, April 25, 1924, 1.
[7] *Idem.*
[8] *State-Times*, April 15, 1924, 6.

The removal of a great institution of learning from one site to another involves more than the mere transferring of teachers, students and equipment, for there is more to such an institution than men and women and buildings and equipment. There are traditions and heritages to be preserved—intangibles—yet very real to those who know them and can sense them. No institution is richer in such qualities than the Louisiana State University and no man so capable as Colonel Boyd to transplant them from the old campus to the new.

Thus Colonel Boyd at the age of seventy found himself still at the head of the institution which he had guided for twenty-eight years. Instead of being relieved of his duties as he had hoped, they were greatly augmented by the important decisions of policy which the change to the new site demanded. He had to determine what disposition could be made of the old campus so that the property could be retained by the University; he had to make a decision concerning the separation of women students from men students which was now being insisted upon by influential men and women as a solution to the first problem; and, most difficult of all, he had to adjust the activities of the University in its new quarters.

Congress had donated the old site to the University to hold in trust for educational purposes. Should the campus be abandoned, the property would likely revert to the Federal Government; on the other hand

the new University was ready for occupancy and faculty members and students were looking forward to the time when classes would begin in the new buildings.

The plan which Colonel Boyd worked out regarding the instruction of freshmen and sophomore women students on the old campus both as an experiment in co-education and to retain the title of the property for the University has been described. Meantime, Colonel Boyd asked Representative Bolivar E. Kemp, Congressman from the Sixth Congressional District, to introduce in Congress a bill giving the University the right to sell or lease the buildings or grounds on the old site and to use the proceeds of such sale or lease for the purposes of the institution. The measure was approved in 1928. The passage of this act settled once and for all the perplexing problem which had disturbed Colonel Boyd ever since the proposal was first made to remove the institution to a new site. The way was now open for the University to transfer all of its student body to the new campus, if it saw fit to do so, without fear of losing the site which it had occupied since 1886.

Shortly after Colonel Boyd tendered his resignation as president the suggestion of doing him some special personal honor on the occasion of his retirement was

made by Colonel Prescott, a friend of the Boyd family, to Dr. E. L. Stephens, President of Southwestern Louisiana Institute and President of the Louisiana State University Alumni Federation. Dr. Stephens, who had served on the faculty of the State Normal School when Colonel Boyd was president, was also a close friend of the Boyd family. These two agreed upon the plan of having a portrait of Colonel Boyd painted by an artist of national reputation. Dr. Stephens conferred with Professor Ellsworth Woodward, Director of the Newcomb Art School of Tulane University, who suggested that Wayman Adams of New York City be selected to do the portrait.

Dr. Stephens made an appointment with Mr. Adams in New Orleans, and with a group of alumni —Charles A. Favrot, Frank H. Waddill, John E. Perez, Thomas E. Furlow, and Dr. V. K. Irion—met the artist at the Arts and Craft Club on Royal Street, where some of Mr. Adams' work, including the portrait of Mayor Martin Behrman, was being exhibited. After some discussion, the group commissioned Mr. Adams to paint a three-quarter life size portrait of Colonel Boyd. The price agreed upon was $2,000.

Dr. Stephens conferred with Beverly S. Latham, the Alumni Secretary, and it was decided to secure

as many small donations as possible so as to make the portrait a representative alumni gift to the institution. Contributions were received from alumni the world over. Members of the University faculty also contributed to the fund.

The portrait was painted in March, 1926, and it was presented to the University at a luncheon given May 1 for the alumni as a part of the dedication program of the new University. About 800 men and women, representing approximately one-fourth of the living alumni, were present.[9] Dr. Stephens made the presentation, paying an impressive tribute to the retiring President. When Colonel Boyd rose to express his gratitude, he received a "tremendous ovation."[10] He was visibly touched by such a show of affection, and after a few words he resumed his seat amidst thunderous applause. Colonel I. D. Wall, vice-president of the Board of Supervisors and a lifelong friend of the retiring President, accepted the portrait for the institution.

By the end of the session of 1925-1926, the University was comfortably located in the new plant. The student enrollment during the year had reached the highest peak in history, 1712, the University was

[9] *The Reveille*, May 5, 1926, 1.
[10] *State-Times*, May 2, 1926, 1.

now receiving for support an amount closely approaching three-quarters of a million dollars, and its future seemed assured. Therefore, at the annual meeting of the Board of Supervisors in June, 1926, Colonel Boyd repeated his request to be relieved of the active duties of his office. He presented his resignation, after making several recommendations, in the following words:[11]

. . . And now, gentlemen of the Board, I wish to renew the resignation that was submitted to you at your meeting on April 14, 1924, and that was withdrawn at your request. In other words, I wish to be relieved of the duties of the presidency not later than August 1 next, the anniversary of my taking charge of the University on August 1, 1896.

It was very kind of you to allow me to round out my thirty years of service at the head of the institution that lies so near to my heart; but I realize that the heavy burden of managing its affairs has grown too heavy for my old shoulders, and I would be happy to spend my few remaining years in looking on, as an interested spectator, while the greater University of my long cherished dreams is being developed under younger and abler leadership.

I cannot conclude this report without trying to express, in all too feeble words, my profound gratitude to you, and to the people of Louisiana, whom you represent, for the steadfast and unvarying support and your kind forbearance in overlooking the faults and mistakes of my administration. And my sincere and heartfelt thanks are due the faculty for the harmonious coopera-

[11] *Boyd's Report to the Board*, June 14, 1926.

tion without which whatever success has been achieved would have been impossible, and to the alumni and the students for their loyalty to their Alma Mater and the high reputation they have given it by their character and conduct. May God bless you and prosper you in all your efforts in administering the affairs of the great Louisiana State University of the future.

It was the sincere expression of one whose half century of connection with the University was about to be severed.

The Board this time accepted his resignation but asked Colonel Boyd to remain in charge of the institution until a new president could be selected.

Regret over Colonel Boyd's resignation was expressed on all sides. The *Alumni News* carried the following concerning his request to be relieved of his duties:[12]

Amidst eulogies from all sides, "T. D." has resigned from the presidency of the University, his term of office to close on the thirtieth anniversary, August 1, 1926.

For more years than the majority of the alumni can recall, the name of Boyd has been closely linked with all of their relations with the institution. Through all of its history familiar to them (the alumni) the Colonel has been an outstanding figure; they have learned to revere him as they do the institution of which he was a vastly important factor.

It would be presumptuous for us to adjudge the value of the services of Colonel Boyd to the University during his lengthy

[12] *The Louisiana State University Alumni News*, June, 1926, 4.

term of office. The past history of the school tells the story of his life; its future will daily reveal the results of his efforts.

But in losing President Boyd, the alumni lose a president whose interest in them and their activities can never be fully replaced. Vastly proud of the success of the institution's graduates as a whole, he has through the years followed their individual careers, backed their concerted move, and maintained absolute faith in their undying loyalty to their alma mater.

It is well that he will remain among us, still a familiar figure on the old campus that we love. Though retired, he remains one of the greatest of our number.

Referring to Colonel Boyd's service to the University as one of love as well as labor, the Shreveport *Journal* expressed its regret over his resignation in these words:[18]

. . . Few citizens in Louisiana have been of as much service to the state as has the gentleman just retiring from an unbroken term of thirty years as head of an institution of mammoth educational importance, engaged in the development of young men and young women for the various lines of endeavor they chose to follow in their life's activities. It has been a service of love as well as one of labor, and many there are not only in this state, but in other states and in other countries who owe their educational foundation largely to efforts directed by President Boyd of L. S. U.

The Graduate Club of the University, July 21, 1926, expressed its appreciation of Colonel Boyd's

[18]The Shreveport *Journal*, June 18, 1926, 6.

long service to the University, particularly for his "many services, sacrifices, and sincere labors in behalf of them" in the following resolution:[14]

Whereas, it is the purpose of this organization to promote the general welfare of the University wherever and whenever possible, to foster a feeling of good fellowship between the student body and the faculty, to act as a standard bearer of the principles set forth by the administration when the conditions justify it in so doing, and to always express to the faculty, to the student body, and to the public the true sentiments of the graduate students of the Louisiana State University, and:

Whereas, Pres. Thomas Duckett Boyd is now officially severing his connections with the University, after a period of thirty years of faithful service, during which time he has given his life to the University, has lifted it from a struggling college of limited means and small enrollment to one of the greatest universities of the South, has seen it grow from one limited site to another, and outgrow that, and move again into its present magnificent home, and has seen it safely established there with the prospect of being, within the near future, one of the foremost institutions of learning in the land, and,

Whereas, All loyal students and alumni of the Louisiana State University feel in their hearts the deepest regret at losing so faithful, courageous, and untiring a leader, and only lack words with which to express their gratitude to him for his many services, sacrifices, and sincere labors in behalf of them and of those that are to follow them to this beautiful campus enfolding within its inspiring atmosphere this magnificent plant, therefore;

[14]Copy of resolution, Boyd MSS.

Be it hereby resolved: that this organization, The Graduate Club of the Louisiana State University, go on record as expressing its sincere appreciation to Pres. Boyd for all of the above mentioned obligations which it owes to him, and wishing for him many happy years among us as a friend and counsellor, and that his dreams may go on to a more beautiful completion and fulfillment than he has ever hoped to see.

G. J. Tinsley,
Chairman, Resolutions Committee.

Another tribute came from Dr. Malcolm W. Lockhart, Rector of St. James Episcopal Church of Baton Rouge, of which Colonel Boyd had been a member for many years. Writing in the *St. James Messenger,* the church paper, Dr. Lockhart stated:[15]

With the close of the University this past week comes the news of the resignation of Col. Thomas D. Boyd, as President, after having held that high office for a period of thirty years. It is rare indeed that a man is able to see the fulfillment of his life's work. All too often is it left for future generations to build upon foundations which have been laid by others. Col. Boyd has had the very unique experience of continuing his work until visions and dreams have become actualities. He is entitled to the Sabbatical rest which has now been granted to him. We have a very beautiful and wonderful University so far as outside appearance of the campus and the new buildings is concerned. All of this is perhaps the realization of the dreams of Governor Parker and many generations will always call him blessed, but behind the visible structures there is a still greater

[15] *St. James Messenger,* June 19, 1926, 1.

spirit, intangible and unseen, but of tremendous influence in the true development of the greater L. S. U., and this, we would say, is the spirit of service and character which Col. Boyd has manifested in his long period of service to his State.

Saint James Parish is proud of this record of one of its most distinguished Vestrymen. We shall always look forward to his advice and counsel in the affairs of our Church even as the community will beat a well-trodden pathway to the doors of the historic old mansion on the ancient campus which has been the scene of his life and work for so many years. I am sure that the whole Parish joins me in this expression of appreciation to Col. Boyd, and wants me to tell him and Mrs. Boyd that our prayers are with them always for God's richest blessings upon them in their years of peace and retirement from the many onerous duties which have been the lot of the President through so many history making years of the University life.

"Well done good and faithful servant, enter thou into the joy of thy Lord," not in some distant time, when God shall call you to Himself in lands beyond the sight of mortal man, but even now, today, enter thou in the joy of service nobly done and duty well accomplished. Enter, thou, with the love and confidence of a host of friends and well wishers. We hope that you will be with us for many more years, and we shall many times turn to you for consultation and help, knowing that we shall find a sympathetic hearing and all that we seek from your full life of experience and service.

Faithfully your friend and Rector,

Malcolm W. Lockhart.

It was an expression of the esteem in which the "Colonel" was held by one who had been associated

with him and had learned to love him for his service to mankind.

When the Board of Supervisors began to consider a successor to Colonel Boyd, the latter urged the appointment of Colonel Prescott, referring to his long and successful career at the University,[16] but some of the members of the Board felt that a younger man should be selected. Therefore, a "Selection Committee" was appointed from the Board to recommend a man for the position of president. Seeking a man experienced in administrative work who understood Louisiana conditions, yet young and vigorous enough to carry on aggressively the program of University activities, this Committee recommended Colonel Campbell B. Hodges, then Commandant of Cadets at the United States Military Academy at West Point. It was thought that he would be available at the end of the session of 1926-1927. Later, it was found that he could not assume the presidency of the University without resigning from the army, which step he was unwilling to take since in about two years he would complete thirty years of service and thereby be entitled to retirement on three-fourths of his basic pay. The Board then decided to name an acting president to serve until Colonel Hodges could come

[16] *State-Times*, Aug. 4, 1926, 1.

to the University, and Thomas W. Atkinson, Dean of the College of Engineering, was appointed in June, 1927. Colonel Boyd was made President Emeritus at a salary of $5,000 a year with the use of the home on the old campus in which he had lived for thirty-one years. He was seventy-three years old when he retired from active service.

After retirement, Colonel Boyd, with his first real vacation in nearly forty years, set about leisurely to finish his affairs at the University. He spent much time in his office in Alumni Memorial Hall on the old campus, which he continued to occupy, sorting papers and letters in his usual methodical way. He now had time to reflect upon his accomplishments, to enjoy a much-needed rest. Once more he had time for reading, relaxation and for lengthy conversations with his many friends who came to see him. Once more he had time to stroll down Third Street, to enjoy his morning coffee and to chat with friends and acquaintances. Long hours he spent with his invalid wife to whom he had been devoted for half a century and who, he knew, could not live many years. The leisure he had longed for when he first expressed a desire to be relieved of his responsibilities had come at last.

The satisfaction derived from his retirement, however, was short-lived, for Mrs. Boyd died March 31, 1931. For forty-nine years almost to a day she had been his constant companion and her death was the greatest sorrow of his life. Saddened and grieved, Colonel Boyd was seen less frequently. For him life now held few pleasures.

Hardly had he recovered from the shock of Mrs. Boyd's death when he was called upon to vacate the home which he had occupied continuously for thirty-five years and which held some of the most sacred memories of his life. The move, which was made November 5, 1931, became necessary after construction was begun on the new State Capitol. All of the buildings on the north side of the old site and east of University Drive had been demolished shortly after work was begun on the foundations of the new structure in the fall of 1930 to provide space for the Capitol grounds, and though Colonel Boyd's home was the last building to be torn down, it finally had to be abandoned.

Colonel Boyd, with the members of his family, moved to the home which he had bought on the shore of University Lake, almost opposite the new Capitol. Here he had to make the final adjustments in his life. From the terrace of his new home he viewed

the completion of the new Capitol, which had risen almost overnight in the very shadow of his old home, a mark of the progress of time. The old again had given way to the new.

Worn out with a long life of strenuous labor, Colonel Boyd, though mentally alert to the very hour of his death, gradually grew weaker physically. He was tired; he had neither the energy nor the desire to carry on. The end came quietly, after an illness of only one day, on the evening of November 2, 1932, almost exactly one year after he had moved from his old home, and a little more than a year after Mrs. Boyd's death. In the early evening his grandchildren had come to bid him goodnight, and he had spoken to them as they retired. Shortly afterwards, his daughter, Mrs. Howell, went to his room to see if he was asleep and found him dead. He had succumbed suddenly following a heart attack. Had he lived until January 20, he would have been seventy-nine years old.

Funeral rites were held at St. James Episcopal Church on the afternoon of November 3, and the body was conveyed to Magnolia Cemetery. The cadet regiment of the University attended the funeral in a body, forming a guard of honor. The body was laid beside Mrs. Boyd and taps, blown by Frank T. Guil-

beau, the first bugler at Louisiana State University, ended the impressive service.

Colonel Boyd's life as a college professor and a college president offers wide opportunities for an evaluation of his character and his attainments. Concerning his place as an educator, little can be added to the accumulated evidence which has been presented. During his thirty-one years as a university president he had become well known in national educational circles. Recognition came to him on numerous occasions, the most notable of which was his election as president of the National Association of State Universities in 1919, and president of the National Association of Land Grant Colleges in 1921.

By nature he was a dreamer and a realist—a happy combination which endowed him with vision and also the ability to carry his plans into effect. His success in procuring funds to enlarge the University and his direction of the building of the "Greater University" reflect his ability as a diplomat, and as a great administrator.

As a teacher he was "clear, accurate, progressive, industrious, profound, attractive and patient"; therefore, he was very successful. He had both "native and acquired abilities of the highest order," and by the time he had reached thirty-two years of age he

had attained distinction as a teacher of English literature. He was greatly admired by his students, both as a fair and impartial counsellor and as a stimulating and capable instructor.

A closer insight into his private life reveals a more complete picture of Boyd, the man. Though he was an able professor and administrator, his greatness lay in his nobility of character. He was a "pure-hearted and high-toned Christian gentleman."[17] As a man, he was "social, moral, obliging, generous, conscientious and faithful to every trust," and hence was held in high esteem by all who knew him.[18] He was "a true and sincere friend" and an "exemplar and adviser" of all that was honorable and worthy in man.[19] The philosophy which he applied in his every-day life he kept among his private papers. It was the following:[20]

> Noblesse Oblige demands that the higher a man's station, the more interest he should take in public education. The higher the office to which he has been elected by the masses the more dear to his heart should be their eternal welfare . . .

Colonel Boyd was a cultured man, with the fine emotional qualities that produce a love for the beau-

[17]Woodward Hutson to the Board of Trustees of the Johns Hopkins University, Aug. 9, 1876, Boyd MSS.
[18]J. W. Nicholson to Governor Robert Lowry, July 17, 1886, Boyd MSS.
[19]H. M. Favrot to Thomas D. Boyd, July 21, 1886, Boyd MSS.
[20]*Memorandum*, Boyd MSS.

tiful. He was fond of music and poetry and wrote many verses which he treasured. He was a constant reader of all types of literature, and quickly absorbed all that he read. He was reading just before he died.

He was systematic in his home and his habits, careful in his dress and neat in appearance. Of medium stature, he carried himself with the dignity of an army officer, seldom relaxing even in the presence of friends. A friendly formality was assumed in his relations with the faculty, and his sympathetic understanding of their problems promoted the feeling of respect and confidence which they had for their President. He was kind and considerate, never complained nor criticized and would not allow his children to do so in his presence. He loved his home and his family. An indulgent father, he seldom reprimanded his children, but when he did, it was with the same firmness with which he addressed a cadet.

One of the most delightful things about Colonel Boyd was his keen sense of humor. Even in disciplinary matters, his sense of humor—and his kindly attitude—often saved the day, and brought harmony out of discord and strife.

Colonel Boyd was reared in the Episcopal Church of which he was a life-long member. His father gave the land for the Episcopal Church in Colonel Boyd's

native town of Wytheville, Virginia, and his mother was the first communicant. When Colonel Boyd came to Louisiana as a fourteen-year old student he brought his church letter with him and affiliated, after the removal of the Seminary to the Capital, with St. James Episcopal Church in Baton Rouge. For more than forty years he was a member of the Vestry of the Episcopal Church in Natchitoches, and in Baton Rouge.

He was also a member of the Comus Club in Natchitoches, which was both social and literary; of the Baton Rouge Golf and Country Club; the Rotary Club of which he was made an honorary member, the first to be so honored in Baton Rouge; and one of the organizers of the Community Club. He was an honorary High Ranking Scout Master in the Boy Scouts, and an ardent worker for the Young Men's Christian Association, serving on the "Y" Council for many years.

He was deeply interested also in civic welfare work, giving the first money solicited for civic improvement in Baton Rouge. His name was on every subscription list for worthwhile causes, and he devoted much time to charitable campaigns and "drives."

"Colonel Boyd was a great executive, a great teacher, and a great man," wrote State Superin-

tendent T. H. Harris, who had known him for forty years, "because he was a good man."[21] He possessed no vices. His impulses were under thorough control. He violated none of the conventions of life. He walked a straight and narrow path, though he was thoroughly tolerant in all of his life relations. He spoke evil of no one. He violated no confidences. Continuing, Superintendent Harris stated:

> In my forty years of association with him, I never once heard him make a disparaging statement of a man that some other man had related to him. He was honest, truthful, clean, and upright. He was the "Noblest Roman of them all," and the influence of his sound character and correct conduct will prove his greatest legacy to the people of his state.

Writing on "Colonel Boyd, the Diplomat," former Governor Ruffin G. Pleasant, who knew Colonel Boyd "personally and intimately," stated:[22]

> . . . He impressed me at once as a man of dignity, refinement, superb poise and energetic devotion to duty. Time also strengthened the reputation he had previously gained as the soul of honor. I knew he was born and reared in Virginia, and, as I had read and heard so much of that great state, I found myself analyzing the motives, and observing the acts and accomplishments of the Colonel with more than ordinary interest and

[21] T. H. Harris, State Superintendent of Education, "Colonel Boyd, the Teacher" in *The Louisiana State University Alumni News*, December, 1933.
[22] *The Alumni News*, December, 1933.

with an ever increasing respect that grew into reverence. He speedily confirmed by eminent example my favorable impressions of the chivalrous sons of the Old Dominion.

But excellent as Colonel Boyd was in every relation in life, "as a man he was best."[23] Thus he was characterized by Dr. E. L. Stephens, who had been intimately associated with him for more than forty years. Portraying "Boyd, the Man," he continued:

> . . . In spiritual mathematics, we have here an illustration of an axiom that the whole is greater than the sum of all its parts. Boyd, the teacher, the commandant of cadets, the instructor in English, the personal advisor to students, the Normal School president, the University president, the administrator, the solicitor of public support for his institutions, the author of the state educational law, the member and president of state and national organizations of education, the church member and vestryman, the husband, father, friend—all these added together were less than Boyd, the man.
>
> As in the case of the man referred to in Emerson's Essay on Character, you always felt that there was something greater in the man than in anything he said or did . . .

Another friend, Colonel A. T. Prescott, who had shared his confidence for more than a quarter of a century, gave the following word picture of the "Colonel" as he appeared to hundreds of his associates:[24]

[23] *Ibid.*
[24] *Ibid.*

. . . We need to supplement it (the story of Colonel Boyd's life) with a composite picture of the stern self-disciplinarian who was unsparing of himself, the intensive thinker who was constructive in his methods, the able administrator who approached infallibility in his judgments, the kindly gentleman who was considerate in his contacts, the patriot devoted to his state, the Christian loyal to his God . . .

The words of those who knew Colonel Boyd give an intimate glimpse of the man as they saw him. The press of Louisiana praised his accomplishments as a successful administrator. His church associates knew him as a Christian gentleman. All of these present a composite picture of Boyd, the contemporary. Posterity will evaluate fully his contribution to the educational development of Louisiana and the South and will place him in his proper rank among those who served their day and generation.

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